

MSD of Boone Township

Staff Performance Evaluation Plan



2022-2023

School Corporation Number: 6460

307 South Main Street

Hebron, IN 46341

Introduction

The primary purpose of the Performance Evaluation Plan is to promote continuous improvement in instruction for each of our students. The Performance Evaluation Plan outlines the process and identifies the documents that will be used throughout the evaluation process. Communication between teachers and evaluators is an essential component in the success of realizing continuous professional growth. This communication will identify the needs for individual and collective professional development programs, recognize high quality teaching performance, and inform recommendations related to current and future job status.

Definitions of Teacher Types

- **Probationary Teacher**

A teacher who has not been employed by MSD of Boone Township for two full contract years.

- **Established Teacher**

A teacher employed by MSD of Boone Township who is beginning their third full contract year.

- **Professional Teacher**

A Probationary Teacher earns a Professional status after a combination of three (3) Effective or Highly Effective ratings are earned within any five (5) year period. Professional status is lost and the teacher becomes a Probationary Teacher after one (1) Ineffective rating.

- **School Principal**

The School Principal serves as the educational leader and chief administrator for the school building within the district.

- **Superintendent**

The Superintendent serves as the Chief Executive Officer and Chief School Administrator for the District.

General Evaluation Plan Procedures

- The MSD of Boone Twp. evaluation instrument and evaluation procedures shall be provided to each newly employed teacher and made available to each teacher online.
- Evaluators have and will continue to receive training on all aspects of the iObservation professional growth teacher evaluation system. New evaluators are trained by the superintendent and mentor principal before observations can begin.
- All observations, written evaluations, conferences, classification of staff members and proposed improvement plans are completed by the teacher's or certificated staff member's building principal.

Classroom Observations (Teachers, Counselors and Athletic Director)

- Building administrators will conduct, at minimum, two (2) observations for each classroom teacher per school year.
- Each Classroom observation shall be shared with teachers within five (5) working days of an observation. The teacher or the building principal may request a conference to discuss the outcome.
- Walk-throughs or other informal non-scheduled observations, without conferences, may be conducted at any time. However, any concerns of the building principal shall be communicated to the teacher either in writing or in a conference.
- All observations shall be conducted by the building principal.
- At minimum, two (2) observations will count toward a teacher's summative evaluation, however any other formal observation, walk-through or informal observation may count toward a teacher's summative evaluation at the building principal's discretion.

How is the "Performance Evaluation Plan" communicated to stakeholders?

The superintendent annually reviews the "Performance Evaluation Plan" through informal discussions with the Professional Educators of Porter County (PEPC) AFT Local #4852. These discussions will be conducted before the monthly school board of trustees meeting in September each school year. Members of PEPC-AFT Local #4852 may offer suggestions for alterations of this plan. The superintendent may take these suggestions under consideration for revision. IC 20-28-11.5-4 states that "the plan is not subject to bargaining, but a discussion of the plan must be held."

The MSD of Boone Township School Board of Trustees will then, at the monthly September public meeting, hear highlights of the contents within the plan for each certificated employee by the superintendent. Each member of the school board will receive a copy of this "Performance Evaluation Plan" as an attachment in the September board packet for review before the public meeting. The school board will also have an opportunity to ask any clarifying questions regarding the contents within the plan at this public meeting held in September.

Who are the "evaluators" and how are they trained?

"Evaluators" or observers for each certified employee (Teachers, Counselors, Athletic Director) is observed and evaluated by the building principal. The building principal is the educational leader and chief administrator of the building in which they are assigned. Teachers, Counselors and the Athletic Director will not serve as instructional evaluators in iObservation at the MSD of Boone Township. Evaluations will only be conducted by the building principal for these certified employees.

As a team the building principals review the iObservation rubrics each year. Training is conducted by the superintendent annually to review target elements, observation best practices and to ensure consistency with the evaluation process. When available, building principal's, along with the superintendent, will attend off site training conducted by team members from Learning Sciences International, the company that manages iObservation.

The superintendent is the “evaluator” or observer of the building principals. The superintendent will attend any relevant training annually as it pertains to the iObservation “School Leader Evaluation” tool. The school board of trustees will undergo training of the superintendent evaluation process by the Indiana School Boards Association (ISBA). A team member of ISBA will assist the board with this process on an annual basis.

How Does the Evaluation Plan work?

Annually, each teacher and certified employee will receive a rating of Highly Effective, Effective, Improvement Necessary, or Ineffective by the school principal. The school principals will receive a rating by the superintendent. The superintendent will be rated by the School Board of Trustees. Evaluations for ALL certified employees will be completed annually using the following instrument:

- Teachers: Marzano Learning Continuum for Teachers (iObservation)
 - See Appendix A
- Counselors: Marzano Instructional Support Personnel (iObservation)
 - See Appendix B
- Athletic Director: Athletic Director Evaluation Instrument (Locally Designed)
 - See Appendix C
- Principals: Marzano Leadership Evaluation (iObservation)
 - See Appendix D
- Superintendent: ISBA Superintendent Evaluation
 - See Appendix F

An effectiveness (summative) rating is based on Professional Practice. Professional practice includes instructional practice and professionalism using Dr. Robert Marzano’s Learning Continuum.

What evidence will be collected to determine a teacher’s effectiveness rating?

Evidence to determine a teacher’s effectiveness rating is conducted by the building principal and comes from the following category:

- Professional Practice (Instructional Practice and Professionalism)
- *Beginning with the 2020-2021 school year the MSD of Boone Township eliminated language within this evaluation plan that is tied to “objective measures of student achievement and growth” which is allowable according to House Enrolled Act (HEA)1002.*

Professional Practice (Instructional Practice and Professionalism)

Professional Practice consists of the four domains from Dr. Robert Marzano’s Learning Continuum: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, Collegiality and Professionalism. Evidence is collected through formal classroom observations, observations outside the classroom and artifacts.

Formal Classroom Observations

Formal classroom observations may be either scheduled or unscheduled and provide evidence of the effectiveness rating. The observer will be in the classroom collecting evidence of instructional practice. During the observation the observer can collect student and teacher evidence for any of the elements of the nine “Design Questions.” After the observation, observers may request artifacts and/or schedule a time to meet. Teachers will view the evidence collected and may request evidence be added or removed. The observer will review the request and make a determination.

Observation outside the classroom

Teachers can be observed in the settings outside the classroom. Examples of observations outside the classroom setting can include a teacher mentoring another teacher, a teacher receiving mentoring, participation in professional learning communities, staff meetings or parent meetings.

Artifacts

To gain a better understanding of the breadth and depth of a teacher’s work, artifacts can be submitted by the teacher or requested by the building principal conveying the range of classroom strategies and behaviors, planning and preparation, reflecting on teaching, or demonstrating collegiality and professionalism. Artifacts can include but are not limited to, lesson plans, assignments, scoring rubrics, documentation of professional development attended or delivered, documentation of adherence to corporation and school rules and procedures, and documentation of participation in corporation and school initiatives.

Will Teachers have a Professional Growth Plan (PGP)?

Yes, at the beginning of each school year a teacher will develop a Professional Growth Plan. The teacher and principal will select one element for professional growth from any one of the four domains: classroom strategies and behaviors, planning and preparing, reflecting on teaching, or collegiality and professionalism. The one element selected will be used for the “Deliberate Practice” portion of the evaluation. The principal and the teacher will also discuss and record where he/she is currently performing on those goals according to the rubric scale designed by Dr. Robert Marzano. In order to earn points for goal attainment in “Deliberate Practice” a teacher must move from one rubric to the next. For instance, a teacher must move from “Beginning” to “Developing” in order to earn points for Deliberate Practice. During the course of the school year evidence of goal attainment will be collected by the teacher and principal. Evidence is collected through classroom observations, student achievement and growth, observations outside the classroom and artifacts. A teacher who achieves their professional growth goal will receive 0.25 additional points to their overall summative evaluation.

In cases where the teacher has been rated Improvement Necessary or Ineffective the principal may determine the goal(s) and action plan for the Professional Growth Plan, and also schedule formal observations to target improvement and provide feedback.

When will a teacher be evaluated?

Each year all teachers and certificated staff members will be assigned a summative evaluation and receive a summative evaluation rating which has been conducted by the school building principal. This summative evaluation rating will include, at minimum, two (2) observation ratings along with any other observations that the building principal deems necessary to include.

How will a teacher be evaluated?

Teachers will be observed by their building principal and scored according to an effectiveness rubric embedded in the iObservation professional growth model. The Marzano Learning Map with further detail on domains and categories can be found on pages Appendix A.

Professional Practice Focus Elements

Marzano Learning Continuum elements from Domain 1 (Classroom Strategies and Behaviors) will be the primary focus. A secondary focus will be on all other Domains and Elements.

- Primary Focus Elements: Teachers **will** be scored on all 8 of these elements:
 - Element 1: Providing Clear Learning Goals and Scale
 - Element 2: Tracking Student Progress
 - Element 6: Identifying Critical Content
 - Element 8: Preview New Content
 - Element 14: Reviewing Content
 - Element 24: Noticing When Students are Not Engaged
 - Element 29: Demonstrating Intensity and Enthusiasm
 - Element 33: Demonstrating “Withitness”
- Secondary Focus Elements: All of the other elements in Domain 1, 2, 3, and 4 **may** be scored. Refer to the Marzano teacher evaluation model learning map.

After all observations for the school year are completed, element scores will be calculated for each domain, with scores at:

- Innovating- 4 points,
- Applying- 3 points,
- Developing- 2 points,
- Beginning-1 point, and
- Not Using- 0 points.

Domains are weighted to emphasize Classroom Strategies and Behaviors.

Domain 1: Classroom Strategies and Behaviors will be worth 55% of a teacher's total evaluation.

Domain 2: Planning and Preparing will be worth 15% of a teacher's total evaluation.

Domain 3: Reflecting on Teaching will be worth 15% of a teacher's total evaluation.

Domain 4: Collegiality and Professionalism will be worth 15% of a teachers total evaluation.

Teachers can also receive “bonus points” which can be added to the total summative evaluation for submitting and attaining a professional growth plan (PGP) which is worth 0.25 points.

Teachers will then be rated according to the established summative evaluation categories and numerical rubric below:

- Highly Effective: 3.50-4.0
- Effective: 2.50-3.49
- Needs Improvement: 1.50-2.49
- Ineffective: 0-1.49

Definitions of Performance Categories

- **Highly Effective:** A highly effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher’s students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An effective teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher’s students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary:** A teacher who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher’s students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Summative (Final) Evaluation

- Teachers rated as Highly Effective or Effective will receive any stipend or salary increase as contracted and agreed upon with the Professional Educators of Porter County (PEPC) AFT Local #4852. This also includes Teacher Appreciation Grant (TAG) monies available according to school district policy 3220.01.

- Teachers that “negatively impact student achievement and growth” cannot be rated as Highly Effective or Effective according to IC 20-28-11.5-4. These teachers rated Highly Effective or Effective will have their summative rating dropped to Improvement Necessary. Teachers rated Improvement Necessary will have their summative rating dropped to Ineffective.
- **Negative impact on student learning for teachers of ILEARN:**
For classes measured by statewide assessments with individual growth model data (IGM), the Indiana Department of Education shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
- **Negative impact on student learning for teachers without ILEARN:**
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.

For teachers whose subjects are not measured by statewide assessments, the MSD of Boone Township will assess a teacher's “negative impact on student growth” by the number of students failing their particular classes. Teachers who submit grades where 75% of their students attain a failing grade, will receive a rating of “needs improvement or ineffective” due to negative impact on student growth.

- **Negative impact on student learning for other certified staff (Athletic Director, Counselors):**
For other certified staff (Athletic Director and Counselors) whose duties are not measured by statewide assessments, the MSD of Boone Township will assess “negative impact on student growth” by receiving a rating of “ineffective” by the building principal.
- **Negative impact on student learning for other certified staff (Principals):**
For Principals the MSD of Boone Township will assess “negative impact on student growth” by receiving a rating of “ineffective” and a school wide letter grade of an “F”.
- **Negative impact on student learning for other certified staff (Superintendent):**
For the Superintendent the MSD of Boone Township will assess “negative impact on student growth” by receiving a rating of “ineffective” and a district letter grade of an “F”.
- Teachers rated Ineffective or Improvement Necessary by an evaluation conducted under IC 20-28-11.5 will not receive any stipend or salary raise, increment, or increase in the following year. This also includes Teacher Appreciation Grant (TAG) monies available according to school district policy 3220.01.

How will a teacher receive their annual evaluation?

A teacher will receive a tentative final evaluation rating and evidence prior to the evaluation conference with the principal within seven (7) business days from the completion of the evaluation. During the

conference, the building principal shall review the rating evidence with the teacher and provide the teacher time to respond with additional evidence and questions. Following the evaluation conference, the evaluator shall validate the rating or modify the rating based on additional evidence and information from the evaluation conference. A final copy of the evaluation form shall be given to the teacher after the evaluation conference and the teacher may reply in writing, within five (5) business days if desired. Such replies shall be included in personnel records along with the completed evaluation.

Beginning with a teacher's 3rd contract year, teachers will be evaluated based on a minimum of one long observation per school year to be completed prior to the last day of January each year. Teachers in their 1st or 2nd contract year and teachers who have received an evaluation rating of Ineffective or Needs Improvement will be observed a minimum of two long and two short.

What if an intervention is necessary between evaluations?

At times during the school year there may be administrative concerns about a teacher's professional practice, student achievement and growth or professional growth plan progress. An intervention plan may need to be implemented to address the concerns. In instances where the teacher is on the formative evaluation, the principal may deem it necessary to implement the summative evaluation.

Certified Staff Support and Intervention

MSD of Boone Township strives to provide the very best educational experiences for all teachers and students. Before teachers are in need of support in the classroom and prior to a building administrator having concerns regarding a teacher's professional practice, classroom management, classroom performance, student achievement and growth, or professional growth plan progress, the administrator should put the following supportive measures in place to help all teachers succeed and maximize student success in every classroom:

New Teachers

At the beginning of every school year, all new (to teaching and to the district) teachers will be paired with an experienced teacher (mentor)(**AG1**) who is willing and capable of providing support and guidance to the new teacher through their entire first year of teaching. The primary role of the mentor is to provide the new teacher with a non-threatening resource for answering questions and to offer the new teacher guidance with classroom instruction and management. The mentor will periodically check-in with the new teacher to see how things are going and to offer support to the new teacher when needed. New teachers should also communicate with their mentor to let them know how things are going on a regular basis!

The Building administrator will conduct their first informal classroom observation with all new teachers within the first 30 days of the start of each school year (**AG3**). The intent of this informal observation is to provide an opportunity for the administrator to establish a positive relationship with the new teacher, monitor the teacher's classroom skills and to provide support for the new teacher. In addition, this opportunity, if needed, affords the administrator an opportunity to provide constructive feedback and offer suggestions on improving classroom instruction early in the school year. Early intervention affords new teachers greater opportunities for success in the classroom. A second informal classroom observation

should be scheduled and completed within 45 days after the first observation date. This follow-up observation provides the administrator an opportunity to see if progress has been made and to offer the teacher additional feedback if needed.

The administrator should schedule a meeting with the teacher after each classroom observation to discuss the observation outcomes with the new teacher.

Help for the teacher could be provided through any of the following:

- Peer/mentor coaching
- Classroom observations and follow-up reflection conversations
- Marzano's iObservation Resource Library offerings
- Internal or external professional development (PD) in a specific area of instruction
- Direct instruction by the administrator

If after several (3-4) classroom observations, follow-up discussions with the teacher and multiple efforts to provide help for the struggling teacher have failed and there continues to be a need for improvement in the defined deficiency, the following will occur:

- A written summary documenting previous efforts and the support that has been provided and that clearly defines:
 - a. The area in need of improvement
 - b. What the expectations are
 - c. The timeframe in which improvement is expected
 - d. The ramifications of what will happen if no improvement is made

This written document shall be signed by the teacher acknowledging receipt of the written document.

Both the teacher and the administrator shall receive a signed copy. If the teacher refuses to sign the document, the administrator must write "refused to sign" on the signature line.

- A formal written Improvement Plan may be initiated that clearly defines:
 - a. The area in need of improvement
 - b. What the expectations are
 - c. The timeframe in which improvement is expected
 - d. The ramifications of what will happen if no improvement is made

This written document shall be signed by the teacher acknowledging receipt of the written document.

Both the teacher and the administrator shall receive a signed copy. If the teacher refuses to sign the document, the administrator must write "refused to sign" on the signature line.

- There may be an administrative referral into the Employee Assistance Program (**AG2**)
- As a last resort and after the appropriate measures listed above have been exhausted, a formal written letter of reprimand may be issued:
 - a. Listing previous efforts and conversations regarding interventions
 - b. Clearly defining the area(s) in which improvement is needed

- c. What the expectations are and the timeframe for accomplishing this
- d. Containing a job jeopardy clause: “Continuation of this behavior or a lack of improvement in a given area will result in further disciplinary action up to and including termination of employment from MSD of Boone Township

This written document shall be signed by the teacher acknowledging receipt of the written document. Both the teacher and the administrator shall receive a signed copy. If the teacher refuses to sign the document, the administrator must write “refused to sign” on the signature line.

Established Teachers

Building administrators will conduct two (2) formal observations for each classroom teacher per school year. The first formal classroom observation for all teachers will occur within one hundred twenty (120) days of the start of each school year (**AG3**). The intent of this formal observation is to provide an opportunity for the administrator to establish a positive relationship with the teacher, monitor the teacher’s classroom skills and to provide support for the teacher if needed. In addition, this opportunity affords the administrator an opportunity to provide constructive feedback and offer suggestions on improving classroom instruction early in the school year. Early intervention affords teachers greater opportunities for success in the classroom. A second classroom observation will be scheduled and completed within 45 days after the first observation date. This follow-up observation provides the administrator an opportunity to see if progress has been made and to offer the teacher additional feedback if needed.

The administrator should schedule a meeting with the teacher after each classroom observation to discuss the observation outcomes with the teacher.

Help for the teacher could be provided through any of the following:

- Peer/mentor coaching
- Classroom observations and follow-up reflection conversations
- Marzano’s iObservation Resource Library offerings
- Internal or external professional development (PD) in a specific area of instruction
- Direct instruction by the administration

If after several (3-4) classroom observations, follow-up discussions with the teacher and multiple efforts to provide help for the struggling teacher have failed and there continues to be a need for improvement in the defined deficiency, the following may occur:

- A formal written Improvement Plan may be initiated that clearly defines:
 - a. The area in need of improvement
 - b. What the expectations are
 - c. The timeframe in which improvement is expected
 - d. The ramifications of what will happen if no improvement is made

This written document shall be signed by the teacher acknowledging receipt of the written document. Both the teacher and the administrator shall receive a signed copy. If the teacher refuses to sign the document, the administrator must write “refused to sign” on the signature line.

- There may be an administrative referral into the Employee Assistance Program (**AG2**)
- As a last resort and after the appropriate measures listed above have been exhausted, a written letter of reprimand may be issued:
 - a. Listing previous efforts and conversations regarding interventions
 - b. Clearly defining the area(s) in which improvement is needed
 - c. What the expectations are and the timeframe for accomplishing this
 - d. Containing a job jeopardy clause: “Continuation of this behavior will result in further disciplinary action up to and including termination of employment from MSD of Boone Township

This written document shall be signed by the teacher acknowledging receipt of the written document. Both the teacher and the administrator shall receive a signed copy. If the teacher refuses to sign the document, the administrator must write “refused to sign” on the signature line.

References:

AG1: Administrative Guidelines: 3125 – Mentor Program for Probationary Teachers

AG2: Administrative Guidelines: 3170B – Employee Assistance Program

AG3: Administrative Guidelines: 3220 – Staff Evaluation

Final Performance Determinations

A recommendation to the Board of Education to cancel a teacher contract will be made according to the following criteria:

- **Probationary Teachers**
Ineffective rating or two (2) consecutive Improvement Necessary ratings
- **Established Teachers**
If the teacher receives two consecutive Ineffective ratings or if the teacher receives an Ineffective or Improvement Necessary rating in three (3) years of any five (5) year period.
- **Professional Teachers**
Three (3) Improvement Necessary ratings within any five (5) year period.

IC 20-28-11.5-6: Completed Evaluation, Remediation Plan and Conference with Superintendent

1. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.
2. If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.
3. A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

IC 20-28-11.5-7: Instruction by Teacher Rated Ineffective

1. This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-5-2 (for a school year ending before July 1, 2018), and IC 20-32-5.1 (for a school year ending after June 30, 2018).
2. A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.
3. If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (2) applies to the teacher.
4. If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. **The parent must be notified before the start of the second consecutive school year.**

Appendices

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Appendix A: Marzano Learning Continuum for Teachers

iObservation

Appendix B: Marzano Instructional Support Personnel

iObservation

Appendix C: Athletic Director Evaluation Instrument

Locally Developed

Appendix D: Marzano Leadership Evaluation

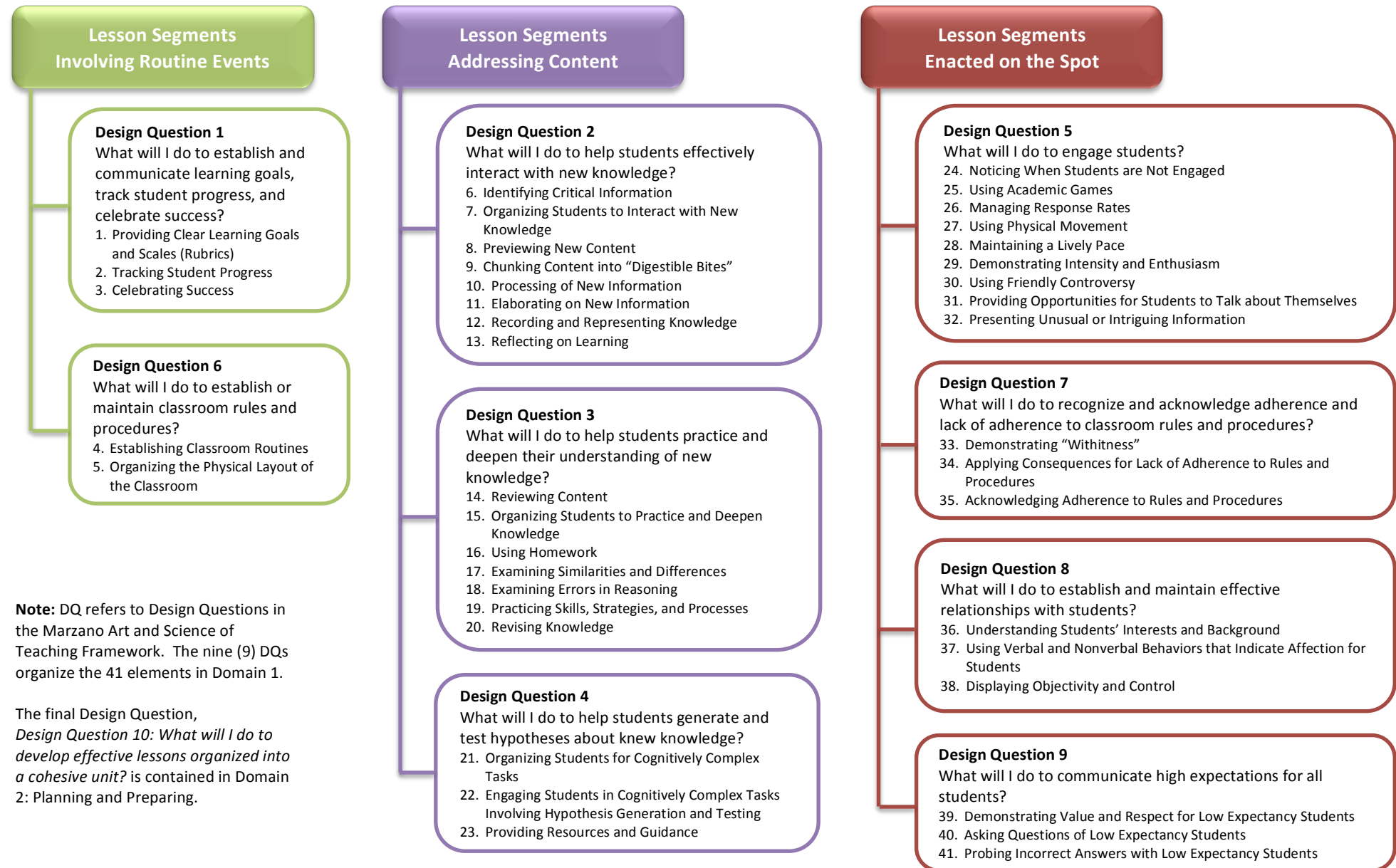
iObservation

Appendix E: ISBA Superintendent Evaluation

Indiana School Boards Association

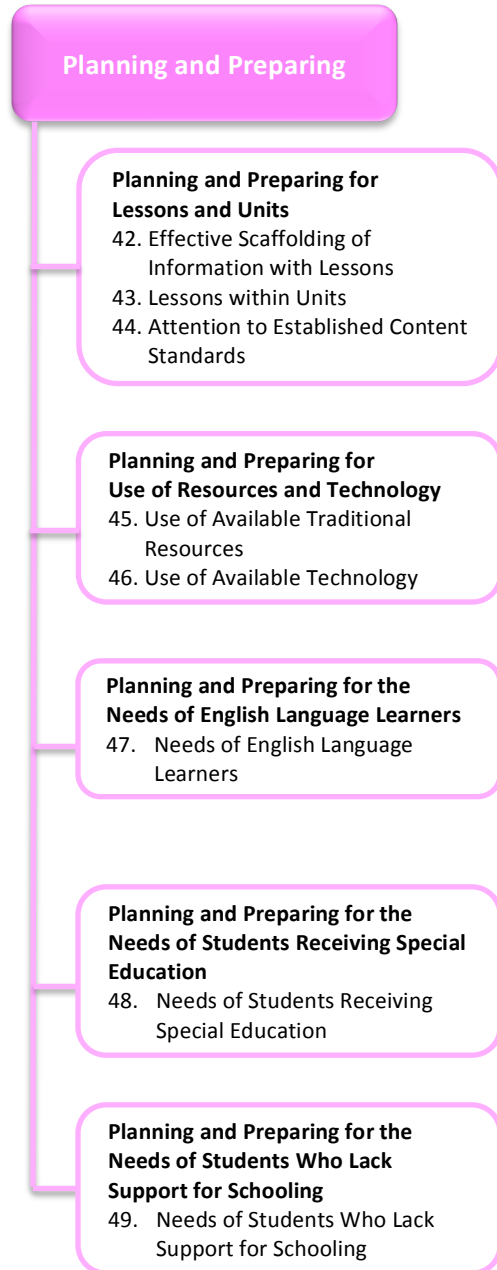
Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

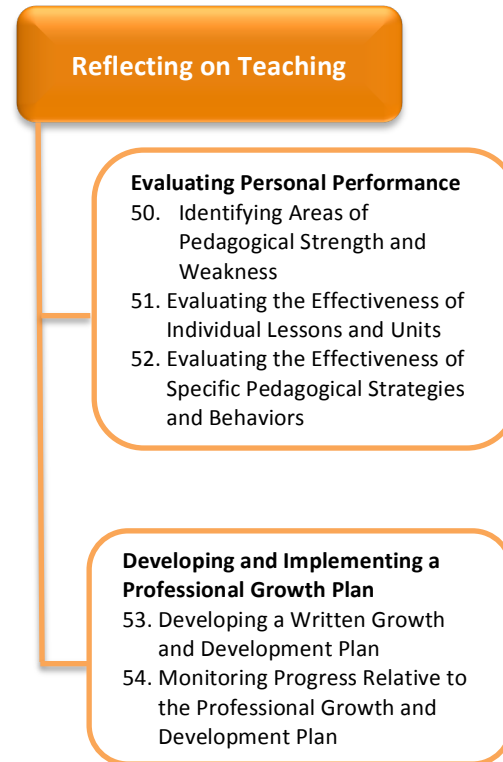


Appendix A

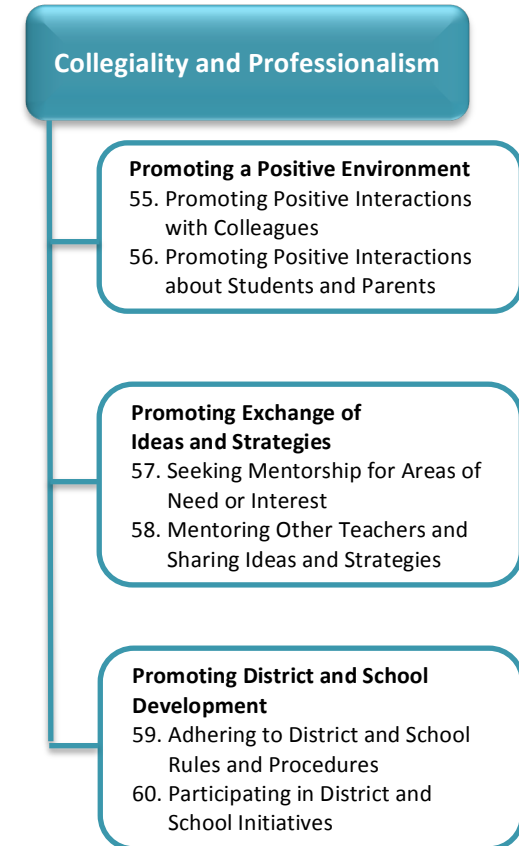
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



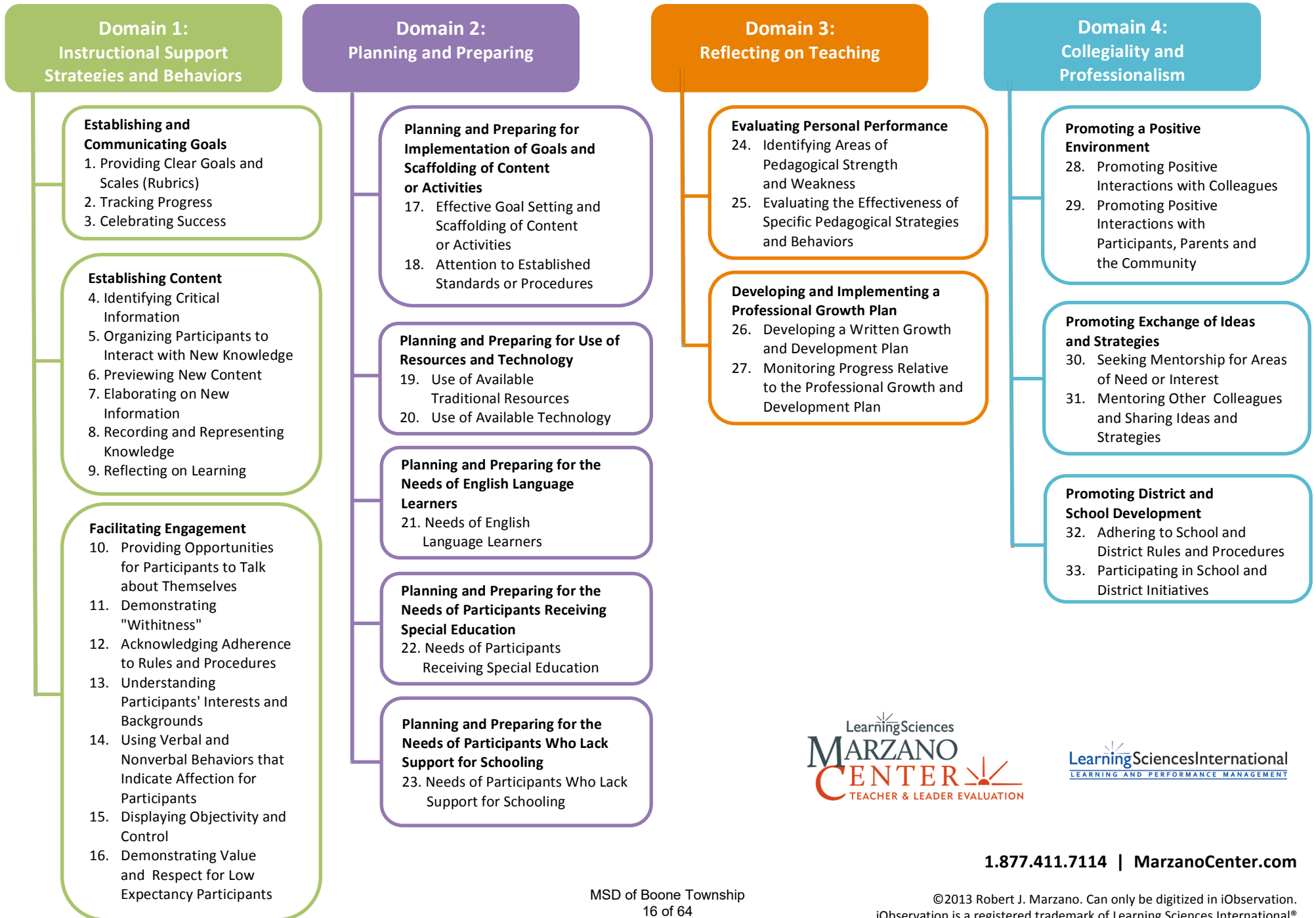
Domain 4: Collegiality and Professionalism



Marzano Center Non-Classroom Instructional Support Personnel Evaluation Model

Learning Map

Appendix B



Appendix C

ATHLETIC DIRECTOR EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR ATHLETIC DIRECTOR

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Total Years as Athletic Director _____

Evaluators Will Use the Following Rubrics to Score Each Question:

Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Athletic Director serves as a role model. Areas for professional growth are self-directed and continuous. Score = 3

Effective - Performance more often than not exhibits strengths that impact students, coaching staff and school climate. Athletic Director more often than not serves as a model areas or importance. Athletic Director makes an effort more often than not to grow and improve. Score = 2

Improvement Necessary - Performance typically are below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking. Score = 1

Ineffective – Athletic Director rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee. Score = 0

Administrator Effectiveness-The athletic director has developed a mission statement that clearly defines what the school/program is seeking to achieve and delineates the expectations of the program for student-athletes, coaches, school administration, parents, and the community. The expectations of the athletic program are the fundamental goals by which the school assesses the effectiveness of the athletic program and services provided.

____1. The athletic director has facilitated the athletic program mission statement and expectations. The mission is to be clearly linked to the academic mission of the school and district.

Appendix C

_____ 2. The athletic director defines expectations as they relate to the athletic program for coaches, student-athletes, parents, and the community.

_____ 3. The athletic director reviews the mission and expectations to assure it reflects the needs of the student-athlete, the school and the community.

_____ 4. The athletic director publishes the mission and expectations throughout the school community in a manner that ensures that all stakeholders are aware of athletic department's goals.

_____ 5. The athletic director develops and institutes curricula that advance sport specific training, conditioning, and skill development in all sports.

_____ 6. The athletic director develops specific programs and activities that are implemented by the athletic department to address the proper behavior of all student-athletes, coaches, parents and spectators at athletic contests.

_____ 7. The athletic director shall monitor the academic achievement of each student athlete throughout the high school years.

_____ 8. The athletic director promotes an athletic program that is safe, positive, respectful, and supportive and fosters the benefits of multi-sports athletics and the disadvantages of sports specialization.

_____ Total Points Possible (24)

Managerial Leadership-The athletic director provides sufficient support and resources to all student-athletes and sports programs. The athletic program is in compliance with all state and federal mandates. The athletic director has a clearly defined personnel evaluation plan in place which is designed to enhance the professional growth of all coaches. The athletic director promotes and supports all IHSA rules and by-laws and is in compliance with all state and federal statutes.

_____ 1. The athletic director provides sufficient funding to assure quality athletic opportunities, personnel, services, facilities, equipment, transportation, uniforms, teaching materials and supplies to support each sport offering.

_____ 2. The athletic director shall insure adequate, properly maintained, refurbished or replaced equipment for all teams.

_____ 3. The athletic director shall allocate resources, programs and services for all sports equitably.

_____ 4. The athletic director shall be in compliance with all state and federal mandates of Title IX.

_____ 5. The athletic director provides equal opportunities for male and female athletes.

Appendix C

- _____ 6. The athletic director oversees the athletic booster club.
- _____ 7. The athletic director insures that all athletic facilities are properly maintained to ensure the safety of student-athletes.
- _____ 8. The athletic director has clearly defined policies and procedures in place for the effective administration of the program.
- _____ 9. The athletic director has developed a student athlete handbook that clearly defines all expectations for student athletes including, but not limited to, policies on sportsmanship, hazing, taunting, substance use and abuse, and is provided to all student-athletes and their parents.
- _____ 10. The athletic director has written guidelines for all booster clubs explaining their role in the program.
- _____ 11. The athletic director has emergency guidelines and evacuation procedures for all athletic events.
- _____ 12. The athletic director has a formal evaluation plan for all head coaches and assistant coaches that promote the professional growth and competence of all coaches.
- _____ 13. The athletic director allows for the meaningful input from student-athletes, parents, booster clubs, and the community into decisions impacting the athletic program.
- _____ 14. The athletic director regularly acknowledges, celebrates, and displays the accomplishments of the student-athlete, teams and coaches.
- _____ 15. The athletic director coordinates contest and practice schedules for coaches when necessary in a manner which maximizes the utilization of all facilities and resources.
- _____ 16. The athletic director maintains an appropriate file of records, results, and awards.
- _____ 17. The athletic director assumes the responsibility of the supervision of home athletic events.
- _____ 18. The athletic director assists in organizing and scheduling interscholastic athletic transportation for athletic contests.
- _____ 19. The athletic director serves as a manager and host for special tournaments of the county, conference and the I.H.S.A.A.
- _____ 20. The athletic director procures, organizes and schedules officials and workers for conduction of contests.
- _____ 21. The athletic director works with media regarding results, hosted events, and special press releases.
- _____ 22. The athletic director plans and establishes the type of awards, methods of earning, and recognition programs for distribution to athletes.
- _____ 23. The athletic director assists in the implementation of the random drug testing program.

Appendix C

_____ 24. The athletic director assists with supervision during the school day.

_____ 25. The athletic director models professional, ethical, and respectful behavior at all times.

_____ Total Points Possible (75)

Mandatory Core of Employment: Athletic Directors are given one evaluation point through their ongoing professional core of performance necessary for success. These include the following mandatory areas: Attends school events as needed and expected; is cooperative with peers and supervisors; follows all rules, procedures, board policies and mandates set forth by the school corporation; and sets the example for his/her staff for timeliness and attendance.

_____ One Point or No Points Awarded

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

Part A Total Overall Score: _____

Part A Total Possible Points = 100

Part A Evaluation Summary Comments:

PART B EVALUATION FORM FOR ATHLETIC DIRECTORS

1. The athletic director maintains fiscal responsibility with the overall athletic budget in the black. 50% of Part B
2. The athletic director has certified and qualified officials for every home contest. 25% of Part B
3. The athletic director has signed contracts from sending schools for all home and away athletic contests. 25% of Part B

Bonus Points

The athletic director will earn bonus points based on the following situations:

1. Receive the IHSAA Sportsmanship Award = 2 points

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

Part B Total Overall Score: _____

Part B Evaluation Summary Comments:

Appendix C

Part B Total Possible Points = 100.

Part A Total Score _____

Part B Total Score _____

Part A and B Total Score _____

(Total Points Possible = 200)

Date of Evaluation Conference _____

Athletic Director's Signature _____
(Administrator's signature does not automatically indicate agreement)

Evaluator's Signature _____

Part A Total Overall Score: _____ (Out of a total 100 points possible)

Part A Evaluation Summary Comments:

Part A Total Possible Points = 100.

Part A and Part B Total

Appendix C

Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79	Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200

Part A Total Score _____

Part B Total Score _____

Part A and B Total Score _____ (Out of a 200 points possible)

Signatures

School Year _____

Date of Post Conference Evaluation Meeting _____

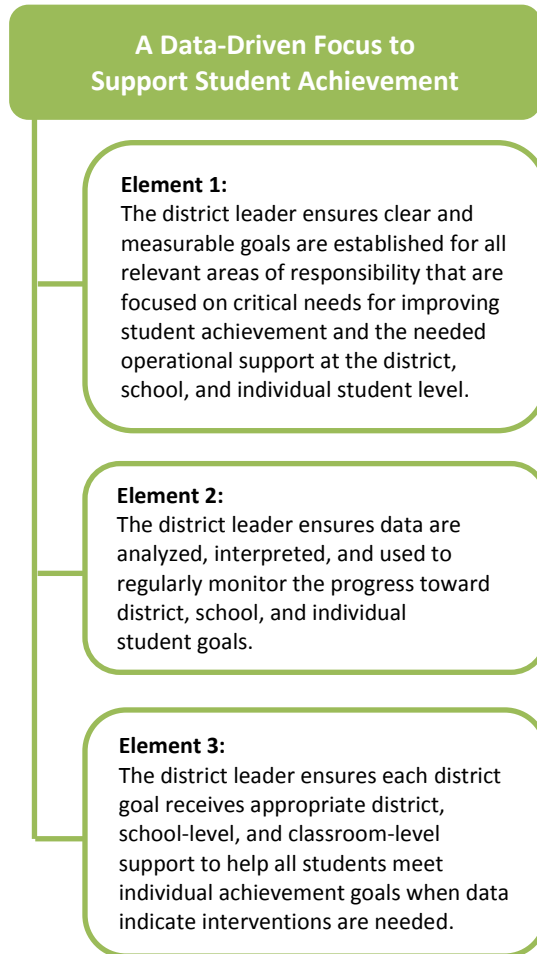
Evaluator's Signature

I acknowledge that I have reviewed and discussed this evaluation.

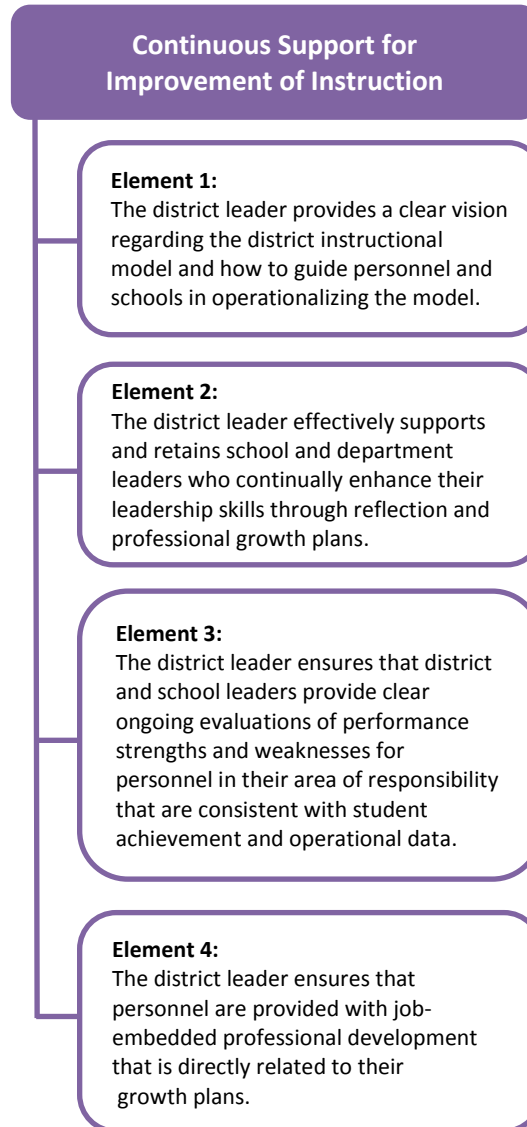
Athletic Director's Signature

(Administrator's signature does not automatically indicate agreement.)

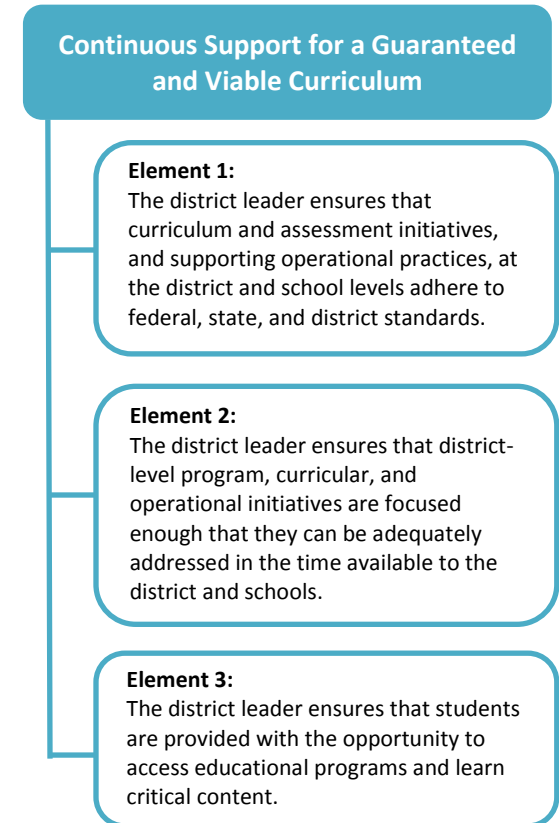
Domain 1



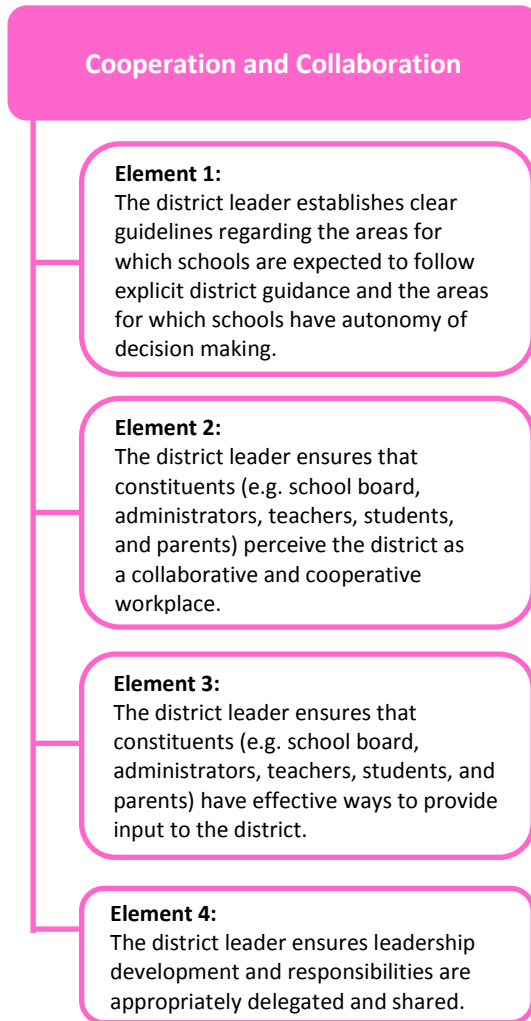
Domain 2



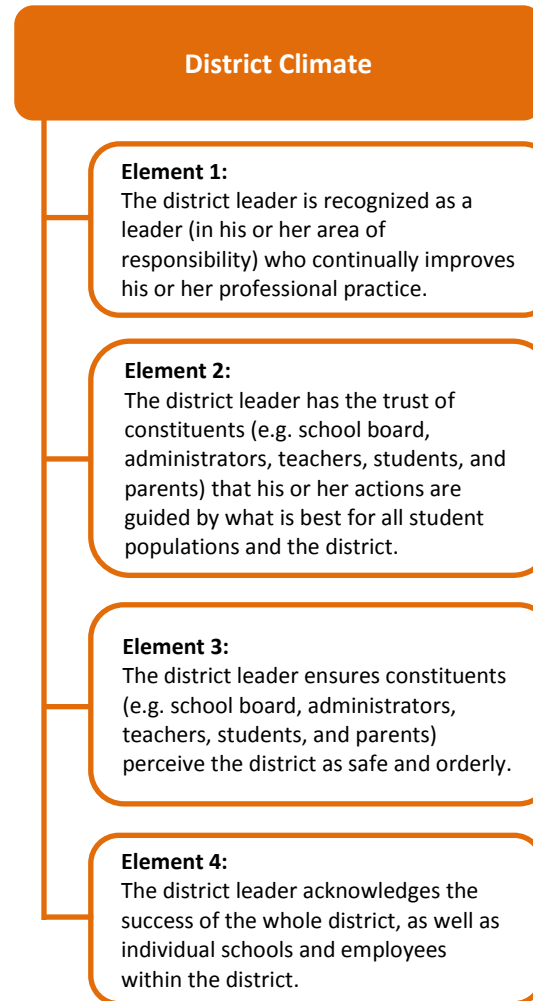
Domain 3



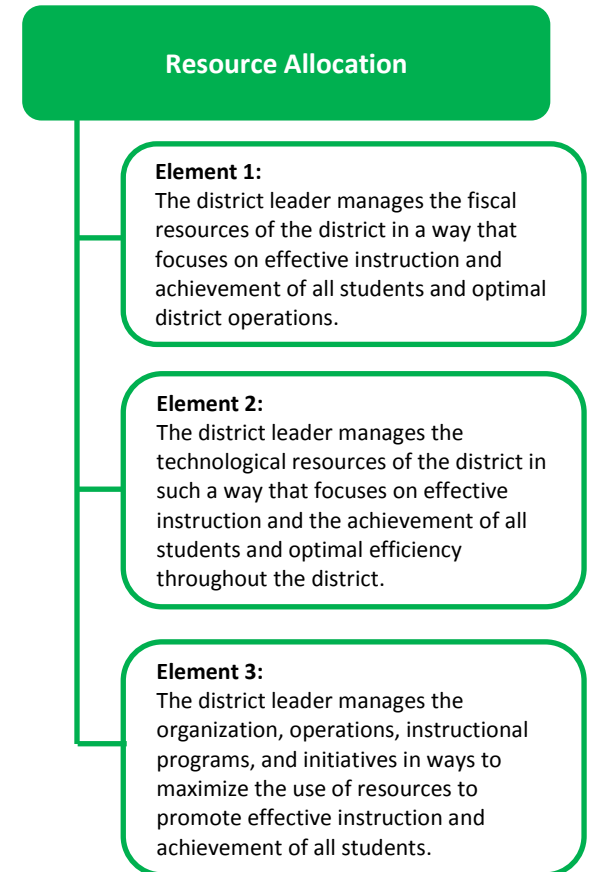
Domain 4



Domain 5



Domain 6



Appendix E

Indiana Superintendent Evaluation Process

A JOINT PROJECT BY

**THE INDIANA SCHOOL BOARDS ASSOCIATION
&
THE INDIANA ASSOCIATION OF
PUBLIC SCHOOL SUPERINTENDENTS**

INDIANA SCHOOL BOARDS ASSOCIATION
One North Capitol Avenue, Suite 1215
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INDIANA ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS
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REVISED:

JUNE 2015

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The 2015 revision of the Superintendent Evaluation Manual has been carefully reviewed and is being offered to school boards and superintendents as a viable process to conduct a meaningful and formative evaluation of the professional performance of public school superintendents throughout Indiana. This manual describes a complete process for the superintendent evaluation jointly developed by representatives from ISBA and IAPSS. Additional assistance for completion or training in the evaluation process may be obtained from ISBA. The material contained in this manual is the result of the research, discussions, and conclusions expressed by the joint revision committee representing ISBA and IAPSS.

The 2015 Revision Committee Members:

- ISBA: Dr. Michael Adamson – Director of Board Services
Lisa Tanselle, Esq. – Staff Attorney
- IAPSS: Dr. Thomas Little – Superintendent, M.S.D. of Perry Township
Dr. Kevin Caress – Executive Director, Central Indiana Educational Service Center
Dr. Sherry Grate – Superintendent, DeKalb County Central U.S.D.
Dr. Scott Hanback – Superintendent, Tippecanoe School Corporation

Purpose and Value of Evaluation

The superintendent evaluation is one of the fundamental responsibilities of the school board. However, with the 2011 adoption of IC 20-28-11.5-4, regarding annual performance evaluations for certificated employees, there is an even greater reason for careful consideration when selecting an evaluation instrument, as well as how the entire evaluation process is conducted. Critical to this exercise is a mutual understanding of the value and overall purpose of the evaluation process.

This manual provides both school boards and superintendents a structure they may follow and an evaluation instrument that satisfies the Indiana Department of Education (IDOE) expectations that are defined in the “Indiana Content Standards for Educators: School Leader – District Level” (See Appendix A). Personalities and personal relationships are largely removed from the process with the emphasis placed on the professional attributes of the superintendent’s job performance.

The Indiana School Boards Association (ISBA) and the Indiana Association of Public School Superintendents (IAPSS) endorse the IDOE position regarding superintendent evaluation which stresses that,

The development of robust superintendent evaluations is important because the success of the evaluation of Indiana’s teachers and principals may depend on strong accountability for district leaders. Superintendents can make a better case for holding educators to high levels of accountability when they themselves are being judged based on student outcomes and Indiana’s educators are more likely to accept strong accountability when they see themselves as being part of a broader system that has rigorous criteria built into it from top to bottom.

An evaluation instrument adopted by a local school board may cover a range of attributes in several categories; however, every evaluation instrument must minimally be able to show compliance to the State Standards for School Leaders – District Level. To that end, the proposed evaluation process contains proficiency elements that address the following state standards:

1. Human Capital Management
2. Instructional Leadership
3. Personal Behavior
4. Building Relationships
5. Culture of Achievement
6. Organizational, Operational, and Resource Management

Additionally, the evaluation contains:

1. Instructions and directions for the evaluators (school board);
2. Clearly stated performance expectations based on professional standards and as defined in leading research by educational leadership authorities;
3. A means to measure individualized goal and/or objective performance;
4. Student growth criteria; and,
5. A section that provides instructions to superintendents on preparation for the evaluation process.

Lastly, there are guidelines for boards and superintendents to effectively weigh various elements of the evaluation in consideration of the range and scope of superintendent responsibilities, depending on the size of the school corporation, number of subordinate administrators, past performance, etc.

It is important to stress that evaluations should predominantly be limited to an objectively measurable criterion, illustrated by such things as work samples, observations, reports, and conferences with the superintendent. The objective is for the evaluation to support the process for improvement and goal attainment, as well as to encourage the continuing evolution of professional growth.

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 be 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.

The evaluation process is not an exercise that can be accomplished without considerable thought and effort. Board members and superintendents must become familiar with the process, adapt and apply the performance criteria to the expectations and responsibilities of the superintendent and the needs and character of the school corporation. A good evaluation process, carefully administered and completed, is not only a record of annual performance, but is both a necessary and constructive accountability tool for school boards and superintendents.

Different Evaluation Instruments

The school board is responsible to choose an evaluation instrument that meets the school corporation's needs. Developing or choosing the right evaluation form is as important as writing a comprehensive job description. Certainly, the board should select an evaluation instrument that best represents both the board and the superintendent's interests, but it must also meet the criteria for evaluation of certificated employees established by IC 20-28-11.5-4 (see Appendix C).

The goal of the evaluation instrument should be to objectively measure performance characteristics that reflect the priorities jointly established by the board and superintendent, as well as to assess a superintendent's performance in critical areas of job performance. Additionally, the evaluation instrument should be reasonably easy to use.

It is important to remember that the purpose of the superintendent's evaluation is to determine how the superintendent is performing his or her duties and responsibilities as objectively as possible, nothing else. Its purpose is to evaluate professional performance only!

The board should always include the superintendent in the evaluation process. It is a fairly common practice for a superintendent to complete a self-evaluation, using the same evaluation instrument as the board, with the results of that self-assessment shared with the board after their assessment is completed.

Selecting the best evaluation form, one that meets the board's purposes, is mutually acceptable, and reasonably easy to use, is worthy of expending the time necessary to choose or develop. There are many types of instruments readily available; however, most do not meet the current intent of evaluations as defined in Indiana statute (see Appendix C). If an evaluation instrument meets the requirements of your corporation, it is perfectly acceptable to use it *as is*. However, it is permissible and in some cases preferable, to customize a form to more accurately reflect the mission of your individual school corporation.

Choosing the correct evaluation form and type should not be done solely by the board, or solely by the superintendent. It is important that choosing the evaluation instrument and devising the performance criteria be a joint activity between the board and superintendent. Each has a vested interest in the tool and if all parties are comfortable with the procedure, the results of the evaluation will be more beneficial and will focus on ways to enhance job performance.

Various evaluation instruments have been commonly used in the superintendent evaluation process and school boards are responsible for choosing the evaluation type and process that best fits their purposes and the criteria that is now in statute. The more common of these evaluations types are explained below:

The Rubric Instrument

An increasingly popular evaluation method is a rubric evaluation instrument. This method is commonly utilized by classroom teachers as a means of objective course and assignment evaluations. More recently, the rubric style of assessment has been modeled by IDOE in their RISE rubric evaluation, an evaluation instrument for school corporations' use in teacher and principal evaluations.

The merit in using a rubric instrument is that each indicator, question, skill set, or attribute is assigned values that describe various levels of performance or compliance. It is scored similar to Likert scale models, but instead of a number or letter with a subjective value, each performance level has an accompanying description that clearly defines the performance attributes that should be present for each indicator being assessed.

The rubric provides excellent formative evaluation information that is especially beneficial to continuous improvement goals. One of the difficulties with this instrument is that formulating the instrument is a research-based activity that is probably best facilitated by an outside consultant.

The Likert Scale Instrument

The Likert Scale instrument is one of the more common approaches used in superintendent evaluations. In this summative process, the evaluation consists of a list of responsibilities and tasks that are to be ranked, using a scale to indicate the superintendent's performance. Often there is a space for comments at the end of each category to permit the board to describe performance areas where they would like to see improvement and to identify areas where they believe the superintendent excels. This counters feelings that the evaluation is based on a series of subjective opinions. This evaluation instrument can be completed by the board individually and then averaged, or as a group by reaching consensus. Some of the advantages of the checklist instrument are:

1. It allows board members to use a numerical scale to evaluate how well the administrator is performing his or her duties;
2. It allows board members to give a priority ranking to the various tasks; and
3. It helps the board reach consensus regarding satisfactory or unsatisfactory assessments.

Some instruments have an additional scale for each category, asking board members to indicate their level of understanding or proficiency in each evaluation category. This adds an element of fairness to the evaluation by allowing a board member who does not thoroughly understand a particular performance category to be exempted from assessing the superintendent's skills in that area. Similarly, the additional scale may be used to evaluate a board member's perception of a category's value to the superintendent's overall job performance. This allows performance in areas deemed more critical to receive a stronger focus in the evaluation.

The Attribute Instrument

The short question and answer format consists of a few simple questions or statements that focus on the superintendent's basic responsibilities and how well he or she is fulfilling these responsibilities. Some questions frequently used are:

1. What are the primary responsibilities of the superintendent?
2. Which of these responsibilities has the superintendent done well?
3. What could the board do to help the superintendent improve job performance?
4. What could the superintendent do to improve the school system?

Board members should have the superintendent's job description to review as they answer these questions to assure their assessments reflect the responsibilities assigned by the job description.

Having the superintendent complete the evaluation from his or her perspective is also valuable for discussion purposes when the superintendent meets with the board to discuss the evaluation.

In this format, a designated board representative should act as the evaluation chairperson to record board consensus regarding job performance and targets for the superintendent in the upcoming year.

The Narrative Instrument

The narrative instrument requires the superintendent to write an assessment of his or her performance for the past year, relying on all the major performance responsibilities contained in the superintendent's job description.

The board is responsible to review the assessment and to respond with its own report, emphasizing areas of agreement and outlining any disagreements, including proposing areas for improved job performance.

The Indiana Superintendent Evaluation Process

ISBA and IAPSS are recommending the Indiana Superintendent Evaluation Process to all school boards and superintendents to consider using for superintendent evaluations beginning with school year 2012-13. The Indiana 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)

Most importantly is that this evaluation process completely meets the requirements of the General Assembly's intent in IC 20-28-11.5-4.

Setting the Evaluation Process Percentages

The evaluation metrics are critical to the process and must be taken seriously. The 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 (see Figure 6). Obviously, if the entire process represents 100%, then each of these categories individually represents a value less than the total. All three percentages must have a combined total of 100%.

Process Percentages	
for school year:	<input style="width: 100px;" type="text"/>
Date Established	<input style="width: 100px;" type="text"/>
Rubric	<input style="width: 100px;" type="text"/>
Corporation Accountability Grade	<input style="width: 100px;" type="text"/>
Goals / Objectives	<input style="width: 100px;" type="text"/>
Total =	<input style="width: 100px;" type="text"/>

Figure 6 – Process Percentages

The advice of ISBA and IAPSS is that the greater weight of evaluation should always be placed in the rubric. Neither goals and objectives, nor accountability grades should be weighed more than the rubric assessment. Additionally, it is highly recommended that no category be weighed at 0% of the total. The evaluation is about accountability and it is never advisable to misrepresent the importance of key performance measures to unfairly skew evaluation results. However, it is recognized that flexibility is important; it will be more important to some boards for their superintendent to fulfill goals and objectives than for him or her to spend as much time to improve the corporation accountability grade, especially if the corporation has processes and procedures in place for the school that supports higher accountability grades. Other boards will feel just the opposite.

Consequently, it will be important for every school board and their superintendent to spend some time discussing the merits of each category to arrive at a defensible position for the weight that will be applied to each category. Most importantly, category weighting should be determined at the beginning of each evaluation period and not be altered without official board action.

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 (see Figure 1).

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.4 Guiding building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.
Indicator	Performance Descriptions			

Figure 1 – Rubric indicators and performance descriptions

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 Score Sheet (see Appendix D). See Figure 2, below.

5.0 Culture of Achievement-School district superintendents develop a district wide culture of achievement aligned to the district's vision of success for every student.					
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

Place an "X" in the correct box matching the exhibited level of performance.

Figure 2 – Rubric score sheet

Performance-Based Goals / Objectives

Formalized evaluations afford boards an opportunity to provide guidance to their superintendents regarding desired changes within areas of job performance, as well as the reinforcement of existing strengths that serve the school corporation. Plus, it is an opportunity for the superintendent and school board to discuss formative improvements.

It is extremely important that everyone is working toward the same goals. School boards and superintendents cannot achieve corporation goals if the board and the superintendent are working at cross purposes, or if the superintendent does not have a clear vision of where the school corporation should be headed. What are the priorities? What are the guidelines?

Consequently, it is critical that the superintendent be involved throughout the process of setting his or her annual performance-based goals. There are a number of ways to approach this activity, but the most effective way is to do it jointly. After performance objectives have been identified, the superintendent should draft a set of goals to meet those objectives. It is wise to have the superintendent also incorporate actions steps that include scheduled feedback to the board at regular intervals throughout the year.

Little will be accomplished unless the board gives clear guidance to the superintendent regarding specific objectives and/or goals to pursue. An effective evaluation process not only suggests the importance of individual objective and goal performance but includes it as an integral part of the overall evaluation process.

It is critical that boards work with their superintendent during this stage of the evaluation process to establish mutually agreed upon goals and objectives. The superintendent serves as the board's educational expert and should be the primary author of objectives and goals, but board members need to also be included in the formative stages of that the process. Objectives and/or goals are the primary ingredient in the evaluation process. If the superintendent's goals are not determined, the evaluation process is ineffective. Assuming that objectives and/or goals are in place, some guidelines to follow include:

Be sure the objectives and/or goals are:

- ❖ **Written**

This is the only way to ensure future reference to the goals and to avoid disputes regarding what was said. The goals should be stated in a manner that allows the board to monitor the superintendent's progress. Be as specific as possible regarding what you want to achieve. Avoid generalities and broad, sweeping statements.

- ❖ **Measurable**

When and how will you know the superintendent has achieved the established performance targets?

- ❖ **Attainable**

Do the goals you are asking the superintendent to achieve relate to the overall mission of the school corporation? Goals that are unimportant, or irrelevant, defeat the purpose of performance evaluations. Do not ask the superintendent to spend time pursuing something that is not really important to your school corporation.

- ❖ **Established with reasonable time-frames for completion**

When does the board expect the goals to be achieved? Establish deadlines and ask for periodic progress reports to determine whether the action plan is proceeding as planned. However, do not over-burden the superintendent to the degree that goal-reporting interferes with his or her normal duties and do not expect all goals to be completed at the same time. Some goals are and need to be

ongoing. For those goals that may be extended for more than one evaluation period, it is critical that planned progress towards goal completion be monitored and the evaluation be based on that progress.

The superintendent should 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. The process recommends a minimum of two goals and/or objectives per evaluation cycle, but the number may exceed two. The evaluation process form allows for up to six (see Figure 3). 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. The final score (1-4) is placed in the box next to the Goals/Objectives Score.

Superintendents Goals/Objectives					
Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Figure 3 – Superintendent Goals/Objectives

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.

The Superintendent Goals / Objectives worksheet computes a rating for each goal based upon the average of all board members' scores. The numerical value of the ratings is computed in the Goals/Objectives Score and the results tabulated in the Process Evaluation Workbook (see Figure 4 – Supt. Goals & Objectives).

Superintendent Goals / Objectives																					
School Corporation:		<input type="text"/>																			
Number of Goals / Objectives:		<input type="text"/>																			
<table border="1"> <tr> <td>Exceeds all goals</td> <td>HE=4</td> </tr> <tr> <td>Meets all goals, may exceed in some</td> <td>E=3</td> </tr> <tr> <td>Meets half of goals</td> <td>I=2</td> </tr> <tr> <td>Meets less than half of goals</td> <td>IN=1</td> </tr> </table>														Exceeds all goals	HE=4	Meets all goals, may exceed in some	E=3	Meets half of goals	I=2	Meets less than half of goals	IN=1
Exceeds all goals	HE=4																				
Meets all goals, may exceed in some	E=3																				
Meets half of goals	I=2																				
Meets less than half of goals	IN=1																				
Board Members																					
Goal	1	2	3	4	5	6	7	8	9	10	11	12	Board Consensus Rating								
1																					
2																					
3																					
4																					
5																					
6																					
Goals/Objectives Score =													<input type="text"/>								

Figure 4 – Supt. Goals & Objectives

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. 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 in the process analysis workbook in the Accountability Grade sheet. See Figure 5.

Corporation Accountability Grade											
School Corporation:	<input type="text"/>										
Date	<input type="text"/>										
Points	<input type="text"/>										
Accountability Grade =	<input type="text"/>										
<table border="1"> <thead> <tr> <th colspan="2">A - F Grade Scoring Criteria</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>HE =4</td> </tr> <tr> <td>B</td> <td>E =3</td> </tr> <tr> <td>C</td> <td>I =2</td> </tr> <tr> <td>D or F</td> <td>IN =1</td> </tr> </tbody> </table>		A - F Grade Scoring Criteria		A	HE =4	B	E =3	C	I =2	D or F	IN =1
A - F Grade Scoring Criteria											
A	HE =4										
B	E =3										
C	I =2										
D or F	IN =1										

Figure 5 – Accountability Grade

Once the grade point value has been entered, that number value is automatically transferred to the Evaluation Summary worksheet.

Following this basic process will enable the school board to deliver a responsible annual performance evaluation of the superintendent. However, it warrants repeating that a clear, initial understanding of the goals and/or objectives criteria for performance will expedite the process, as well as an understanding of the evidentiary data to show the level of compliance in response to the rubric questions.

Superintendent Preparation

Preparation for the evaluation should be an ongoing activity, beginning at the start of the evaluation period and concluding at the formal evaluation. This format is foreign to many administrators, but especially those who have not been accustomed to regular evaluations or who have only received verbal affirmation of their performance from year-to-year.

It is critical that the superintendent communicate with his or her board prior to the beginning of the evaluation period. First, performance goals and/or objectives must be identified for the evaluation period. Most often, these recommendations will come from the superintendent, but the board may also contribute their ideas and suggestions to the process. A minimum of two goals and/or objectives are recommended during each evaluation cycle along with the criteria upon which the board can objectively ascertain performance progress. Secondly, the superintendent and school board must determine the weight of each of the three evaluation performance areas, the rubric, goals and/or objectives, and corporation grade rank.

Additionally, if there are areas within the rubric where it is unclear what documentation the superintendent should provide as evidence of performance, those areas should be thoroughly discussed and consensus reached regarding the evidence the board will accept as evidence of performance.

Finally, the superintendent and board should discuss and agree upon the method of providing the supporting evidence for the final evaluation. One suggestion is for the superintendent to maintain a performance portfolio with documents catalogued according to category and indicator. Maintaining a performance portfolio throughout the year assures that the documentation is readily available for the board's review at the end of the evaluation period and can be assembled for board review with minimal effort.

There is nothing that precludes a school board or a superintendent from engaging in an interim evaluation at a mid-point in the evaluation period. In fact, it is strongly recommended if the superintendent is new to the corporation or to the position. An informal, mid-term evaluation is an effective means of providing good feedback regarding performance, making sure that goals and/or objectives are progressing to expectation, or to address specific concerns or questions by either the superintendent or the school board.

Most importantly is that once the evaluation criteria has been established and the evaluation period begins, the criteria should not be changed without the express consent of both the superintendent and the school board.

Board Member Preparation

The key to preparing a high-quality evaluation is the conscientious participation of every member of the school board. Furthermore, it is impossible to conduct a thorough and complete superintendent evaluation without members' intentional preparation and the allocation of more than a few brief minutes to conduct the evaluation. Board members should be prepared to thoroughly review the superintendent's performance evidence against the rubric descriptions and/or agreed upon criteria for each indicator and for each goal or objective in the evaluation.

It is important that the board clearly establish its expectations at the beginning of the evaluation period regarding how the evidence of performance is to be presented to the board for its review. To facilitate this process, it is suggested that the board and superintendent work collaboratively to develop the review criteria to insure that there are no misunderstandings regarding how and when the superintendent is to provide the performance evidence to the board for this annual evaluation.

Keep in mind that the process goal of this evaluation is to yield an objective evaluation. To that end, the rubric instrument helps to insure that the superintendent is being evaluated against objective criteria that can be supported by documentation representing the evidence of his or her performance. In today's current educational climate and with ever increasing demands for greater transparency and accountability, the superintendent's evaluation is one of the most effective ways for the school board to validate its support of the superintendent's leadership of the local school corporation.

Lastly, the annual evaluation process should not reveal any *surprises* to either the superintendent or the school board. School board members should not attempt to use the evaluation process to forward a personal agenda or to subjectively rank the superintendent's performance to the evaluation criteria for ulterior motives.

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. Most boards utilize the time between school dismissal in the spring and the beginning of the fall term to conduct the evaluation. Regardless, once the annual time for evaluation has been established, every effort to maintain that schedule should be taken.

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 *Process Percentages* worksheet of the Excel Process Analysis Workbook.
- 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 Analysis Workbook.
 - 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, that superintendent goals and/or objectives were identified at that time, and nothing is being *invented* immediately prior to conducting the evaluation.

Every board member should dedicate sufficient time to complete the evaluation process. It is important to remember that, in addition to being a requirement by statute, the purpose of the evaluation is two-fold:

1. To provide the superintendent with a formative evaluation of his or her performance that is based on objective data.
2. To promote the accountability of both the school board and the superintendent through the evaluation process.

This process requires more than a cursory overview to complete, yet board members do not need to be educators to understand and perform the superintendent's evaluation responsibly and effectively. Likewise, superintendents who are unaccustomed to a rubric type of evaluation process will need to adapt to this model of evaluation and a new process for providing evidence of performance. Ultimately, the process will become second-nature; it will become standard. However, it is what is needed in today's educational environment and as a response to increasing demands for accountability.



Indiana Content Standards for Educators

SCHOOL LEADER–DISTRICT LEVEL

The School District Leader standards reflect the most current research on effective educational leadership and advance a new and powerful vision of superintendent effectiveness. The standards define those skills and abilities that district leaders must possess to produce greater levels of success for all students. Bringing significant improvement to student achievement and building leader effectiveness requires an unapologetic focus on the superintendent's role as driver of student growth and achievement.

The standards provide a basis for professional preparation, growth, and accountability. However, the standards should not be viewed as ends in themselves; rather, they provide clarity for district leaders about the actions they are expected to take in order to drive student achievement and building leader effectiveness outcomes.

December 2010

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School Leader—District Level Educator Standards

The Indiana standards for School Leader—District Level consist of "core" and "supplementary" content and skills. In this document, content and skills considered "core" are indicated with bold text. Supplementary content and skills are indicated with nonbold text. It should be noted that all of Standard 6 is supplementary, including both the standard and the essential elements of knowledge within the standard.

Standard 1: Human Capital Management

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

Standard 2: Instructional Leadership

School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Standard 3: Personal Behavior

School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.

Standard 4: Building Relationships

School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard 5: Culture of Achievement

School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student.

Standard 6: Organizational, Operational, and Resource Management

School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

School Leader–District Level Educator Standards

Standard 1: Human Capital Management

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement, including:

- 1.1** recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district's vision/mission
- 1.2** prioritizing the evaluation of building leaders over competing commitments and using evaluation systems that credibly differentiate the performance of building leaders
- 1.3** ensuring that principals prioritize teacher evaluation over competing commitments and use teacher evaluation systems that credibly differentiate the performance of teachers
- 1.4** orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance
- 1.5** designing and implementing succession plans (e.g., career ladders) for every position in the district, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth
- 1.6** delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed
- 1.7** counseling out or recommending the dismissal of ineffective building leaders, and ensuring that building leaders counsel out or recommend the dismissal of ineffective teachers, carefully following contractual requirements
- 1.8** strategically assigning building leaders and other staff to support district goals and maximize achievement for all students

School Leader–District Level Educator Standards

Standard 2: Instructional Leadership

School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students, including:

- 2.1 cultivating commitment to and ownership of the district's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision**
- 2.2 planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment
- 2.3 using student performance data to evaluate instructional quality, and regularly providing school leaders and staff with prompt, high-quality feedback aimed at improving student outcomes**
- 2.4 establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities**
- 2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students
- 2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement

Standard 3: Personal Behavior

School district leaders model personal behavior that sets the tone for all student and adult relationships in the district, including:

- 3.1 modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others**
- 3.2 establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center**
- 3.3 actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement**
- 3.4 going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to district success, and taking risks to achieve results**
- 3.5 using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading district improvement efforts

School Leader–District Level Educator Standards

Standard 4: Building Relationships

School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

- 4.1 establishing an organizational culture of urgency in which building leaders, students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence**
- 4.2 skillfully and clearly communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)**
- 4.3 using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change**
- 4.4 working collaboratively with individuals and groups inside and outside the system, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students
- 4.5 demonstrating awareness of the public and political nature of the school district leader position, and deftly engaging the public in addressing controversial issues

Standard 5: Culture of Achievement

School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student, including:

- 5.1 empowering building leaders, teachers, and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning**
- 5.2 establishing rigorous academic goals and priorities that are accepted as fixed and immovable**
- 5.3 orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation**
- 5.4 implementing systems to promote and enforce individual accountability for results
- 5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports
- 5.6 ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines
- 5.7 guiding building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning
- 5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the district's goals for student growth and achievement

School Leader–District Level Educator Standards

Standard 6: Organizational, Operational, and Resource Management

School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes, including:

- 6.1 using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals
- 6.2 using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization
- 6.3 overseeing the use of practices for the safe, efficient, and effective operation of the district's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)
- 6.4 planning, managing, and monitoring district budgets aligned to district improvement goals, and creatively seeking new resources to support district programs and/or reallocating resources from programs identified as ineffective or redundant
- 6.5 managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff

Selected Bibliography of Standards and Sources Related to School Leader–District Level

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Alignment of Educator Standards
with State and National Standards

Indiana Educator Standards for School Leader–District Level	Indiana Department of Education Principal Effectiveness Rubric (Draft)	CCSSO ISLLC Educational Leadership Policy Standards	NPBEA Standards for Advanced Programs in Educational Leadership	ISTE National Educational Technology Standards
<u>Standard 1: Human Capital Management</u> School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6	1.D 2.F 3.B, D 5.D	2.3.a, b 2.4.a, b 3.1.b, c 3.3.a, b	
<u>Standard 2: Instructional Leadership</u> School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.	2.2.1 2.2.2 2.2.3	1.A, B, C, D, E 2.A, B, D, E, F, G, I 3.E 5.E	1.3.a, b 1.4.b 2.2.a, b 2.3.a, b, c, d 2.4.a, b 3.1.a, c, d	
<u>Standard 3: Personal Behavior</u> School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.	3.1.1 3.1.2 3.1.3 3.1.4	5.B, D	1.5.a 2.4.c 3.1.c 4.1.a 5.1.a 5.2.a 5.3.a	

Alignment of Educator Standards
with State and National Standards

Indiana Educator Standards for School Leader–District Level	Indiana Department of Education Principal Effectiveness Rubric (Draft)	CCSSO ISLLC Educational Leadership Policy Standards	NPBEA Standards for Advanced Programs in Educational Leadership	ISTE National Educational Technology Standards
<u>Standard 4: Building Relationships</u> School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.	3.2.1 3.2.2 3.2.3	1.A 2.A 4.C, D 6.B	1.2.c 1.3.a 1.5.a 3.2.a, b 4.1.b, c, e, g, h 4.2.b 6.2.c	
<u>Standard 5: Culture of Achievement</u> School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student.	3.3.1 3.3.2 3.3.3	1.B, C, D, E 2.A, B, E, I 4.B, C, D 5.A, C, E	1.3.a, b 1.5.a 2.1.a 2.2.b 3.1.b, d, e 3.2.d 4.1.a, b, c, d, h 4.3.a 6.3.b	
<u>Standard 6: Organizational, Operational, and Resource Management</u> School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.		1.B 3.A, B, C 4.A 5.D	1.4.b 2.2.b, d 3.1.a, b, c, d, e 3.2.b 3.3.a, b, d 4.3.c 5.1.a 5.3.a 6.1.a, c, f	3c, 4e

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.	<p>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 utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent routinely considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	The superintendent creates a professional development system for school leaders based on strengths and needs.	<p>The superintendent has in place a system of professional development that is based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	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.	<p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p> <p>Administrators throughout the corporation refer to the superintendent as a mentor.</p>	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.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	The superintendent provides evidence of delegation and trust in subordinate leaders.	<p>Employees throughout the corporation are empowered to do their jobs.</p> <p>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.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation.</p> <p>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.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment.</p>
1.5	The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Informal and formal positive feedback is linked to corporation goals.</p>	<p>The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.</p>	<p>The superintendent provides the minimum required formal feedback to the administrative team.</p> <p>Informal feedback is occasionally provided.</p>	<p>The superintendent provides no informal or formal feedback to the administrative team.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.	<p>The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis.</p> <p>The superintendent systematically examines data to find strengths and weaknesses.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data analysis is regularly the subject of faculty meetings and professional development sessions.</p>	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.	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each sub group.</p> <p>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.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each sub group of students.</p>	Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.	<p>The superintendent takes no responsibility for the data outcomes.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to improve student achievement.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.					
3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	The superintendent organizes time and prioritizes tasks for effective leadership.	<p>The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation.</p> <p>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.</p>	<p>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.</p> <p>Most tasks are managed and completed by the superintendent on a timely basis.</p>	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	<p>Tasks are managed in a haphazard fashion.</p> <p>There is little or no evidence of established or achieved milestones or deadlines.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
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	<p>The superintendent actively engages in communication with parents and community.</p>	<p>There is clear evidence of communication with parents and the community.</p> <p>Survey data is utilized to measure parents and community members viewpoints of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.</p>	<p>There is some evidence of communication with parents and the community.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships.</p> <p>The superintendent assumes leadership roles in community organizations.</p>	<p>School/community communications are not initiated by the superintendent.</p> <p>The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships.</p> <p>The superintendent occasionally participates in community organizations but does not become actively involved.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that parent and community activities are conducted.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
4.2	<p>The superintendent forges consensus for change and improvement throughout the school corporation.</p>	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>The superintendent guides others through change and addresses resistance to that change.</p> <p>The superintendent systemically monitors, implements and sustains the strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>The superintendent directs change and improvement processes securing the allies necessary to support the change effort. .</p> <p>The superintendent monitors, implements and sustains the strategies for change.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Areas of change that are identified as needing consensus has yet to implement a process for change and improvement.</p> <p>Strategies for change are not implemented and unsuccessful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.</p>	<p>The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.</p>	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.	The superintendent fails to resolve conflicts or forge consensus within the school 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.	<p>The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	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.	<p>The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals.</p> <p>Complete and thorough background material is provided so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals.</p> <p>Adequate background material is provided to allow the board to make an informed decision.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals.</p> <p>Limited background material is provided.</p>	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>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.</p> <p>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.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data.</p>	<p>The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance. .</p> <p>Limited data sources are used to develop goals which are not focused or measurable.</p> <p>Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data.</p>	<p>The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>No data sources are used to develop goals.</p> <p>The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.</p>
5.2	The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	<p>The superintendent regularly 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.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p> <p>These rigorous academic goals are shared throughout the school community through multiple communication systems.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation’s programs.</p> <p>Approved goals by the board are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities.</p> <p>There are some goals established but none that were approved by the board.</p>	<p>The superintendent has no goals and no school improvement priorities established for the corporation.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.					
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.	<p>Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions.</p> <p>Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from various sources are referenced in all decisions.</p> <p>Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced</p>	<p>A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from limited sources are referenced in some decisions.</p> <p>Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Data is rarely used for decisions.</p> <p>Most decisions are made based on personal viewpoints or what is popular at the time.</p>
6.2	The superintendent demonstrates personal proficiency in technology implementation and utilization.	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent consistently utilizes technology within his/her daily responsibilities.</p> <p>The superintendent demonstrates effort toward serving as a model for technology implementation.</p>	<p>The superintendent occasionally utilizes technology within his/her daily responsibilities.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>	<p>The superintendent has limited use of technology within his/her daily responsibilities.</p> <p>The superintendent does not serve as a model for technology implementation.</p>
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).	<p>The superintendent ensures there are updated procedures in place to address the safety of students and staff.</p> <p>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.</p> <p>Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff.</p> <p>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.</p> <p>Periodic reviews of these procedures are in place.</p>	<p>The superintendent has minimal procedures in place to address the safety of students and staff.</p> <p>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.</p> <p>There are occasional, unscheduled reviews of these procedures.</p>	<p>The superintendent has no procedures in place to address the safety of students and staff.</p> <p>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.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4	The superintendent provides responsible fiscal stewardship.	<p>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.</p> <p>Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>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.</p> <p>Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.</p>	<p>The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities.</p> <p>Minimal data is produced to support reallocated resources.</p>	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.

IC 20-28-11.5-4**School corporation plan; plan components**

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

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

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

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

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

(c) A plan must include the following components:

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

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

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

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

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

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

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

(A) Highly effective.

(B) Effective.

(C) Improvement necessary.

(D) Ineffective.

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

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

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

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

1.0 Human Capital Manager – School district superintendents use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

2.0 Instructional Leadership – School district superintendents acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3.0 Personal Behavior – School district superintendents model personal behaviors that set the tone for effective organizational leadership.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

4.0 Building Relationships – School district superintendents build relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

5.0 Culture of Achievement-School district superintendents develop a district wide culture of achievement aligned to the district's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

6.0 Organizational, Operational, and Resource Management-School district superintendents leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total					

Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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