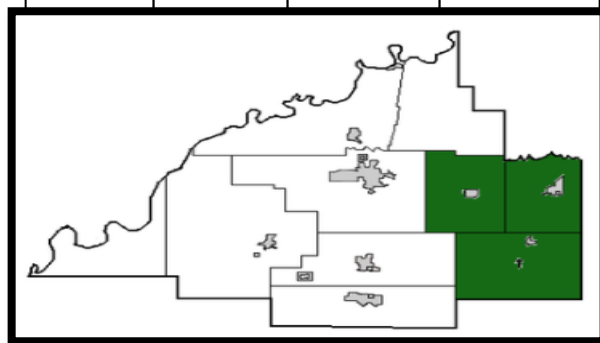


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East Gibson School Corporation

T	E.	A.	M.
• E A C H E R	V A L U A T I O N	S S E S S M E N T	E A S U R E



Working Together for Quality Education

Teacher Evaluation in the East Gibson School Corporation

The East Gibson School Corporation uses the TEAM. evaluation model, a modification of Indiana's RISE Evaluation and Development System. The TEAM evaluation model has been used since August 15, 2012. Full details regarding the TEAM evaluation model are contained with the policy/Procedure Handbook which was developed in collaboration between the district and the East Gibson Classroom Teachers Association.

Teacher Evaluation, Compensation and Indiana Law:

Per Indiana statute (IC 20-28-11.5, an evaluation plan must include:

- Annual evaluations of all teachers
- Multiple measures of effectiveness, including observations, student achievement and growth and "other performance indicators
- Annual designation of all teachers in one of four categories: ineffective, improvement necessary, effective, or highly effective
- An explanation of the evaluator's recommendations for improvement and the timeline by which improvement is expected.

Per Indiana statute (IC20-28-9), teacher evaluations are linked to compensation as follows:

- Increases or increments in a local salary range must be based upon at least two of the following factors
 - ^ Years of service and/or additional training (not more than 33.3% of any increase or increment)
 - ^ Evaluation results
 - ^ Instructional leadership roles
 - ^ Academic needs of students in the school corporation
- A teacher rated ineffective or Improvement necessary may not receive any raise or increment for the following year, **except for those teachers who are eligible per I.C. 20-28-9-1.5(d)**

Performance Categories:

Each Teacher will receive a rating at the end of the school year in one of four 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.

How Teachers are Scored:

Administrators score classroom observations according to the first three domains of the Teacher Effectiveness Rubric. The competencies in each domain are listed below.

Domain 1: Planning

- 1.1 Utilize assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

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

Domain 3: Leadership

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Advocate for Student Success
- 3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

East Gibson School Corporation evaluators use professional judgment when evaluating the four Core Professional Standards:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

Building administrators use the following the following guidelines when subtracting a point for excessive absences within an evaluation year: 15 days or more unexcused absences/year = -1 or habitual unexcused absences (12 days or more for 2 consecutive years) = -1. In addition, evaluators could also use a combination of any of the core professionalism standards to determine a deduction of -1 in Core Professionalism. Evaluators must have documentation to prove that the deduction is warranted.

Observation Schedule:

Previous Performance Category	Number of Required Observations / Year
Highly Effective	1 Short Observation, 1 Extended Observation,
Effective	! Short Observation, 1 Extended Observation
Improvement Necessary	2 Extended Observations
Ineffective	2 Extended Observations
No previous evaluation/new teachers	2 Extended Observations

Additional observations, evaluations may be preformed if deemed necessary by the building principal/primary evaluator. A teacher may also request additional observations.

Evaluators at East Gibson:

A primary evaluator will be designated for each certified staff member. Other administrators or trained certified staff members may be given authority to give input, where applicable, to the primary evaluator. The primary evaluator will have the final determination in developing the ratings for each certified staff member. All principal evaluations and central office administrators (if certified) will be evaluated by the current superintendent. Guidance counselors, media specialists, and other building level administrators under the supervision of the principal will be evaluated by the principal or his/her designee.

Only individuals who have received training and support in the East Gibson School Corporation T.E.A.M. Evaluation System may evaluate EGSC certified personnel. Observations, evaluations,

and/or input of certified personnel shall be allowed only after consent has been given by the building principal, primary evaluator, and the certified personnel involved. Certified personnel acting as an evaluator must have received an effective rating for 3 consecutive years. Certified personnel must be approved by the building principal as a qualified candidate to evaluate under the EGSC T.E.A.M. Evaluation Plan and conduct staff evaluations as a significant part of their daily responsibilities.

East Gibson Goal Setting:

Each teacher and building administrator will work cooperatively to develop goals for personal development. The goal(s) must be agreed upon by the building administrator and the teacher.

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

1) Professional Practice—Assessment of Instructional Knowledge and Skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

2) Student Learning—Contribution to student academic progress

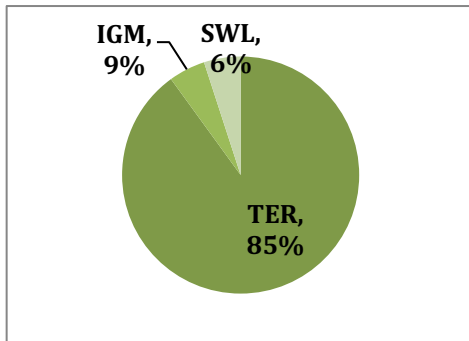
Measure: Individual Growth Model (IGM)*

Measure: School Wide Learning Measure (SWL)

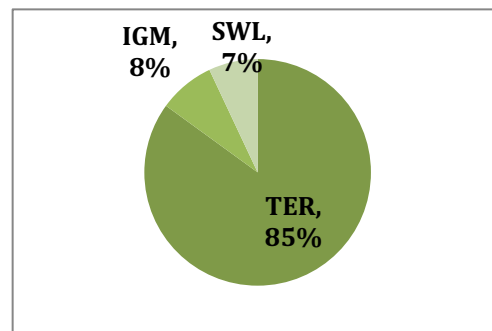
Measure: Growth (Group 3)

***This measure only applies to teachers of grades 4 through 8 who teach ELA or math.**

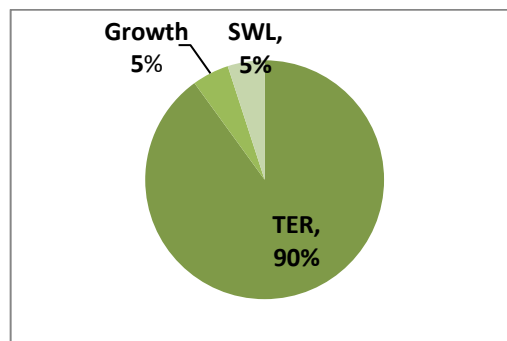
Group 1: Teachers who have individual Growth model data for at least half of Classes taught.



Group 2: Teachers who have individual growth model data for fewer than half of classes taught (but at least one class with growth model data)



Group 3 Teachers: Teachers who do not teach any classes with growth model data will determine Growth percentages by the use of pre/post-tests



Compared across groups, the weighting looks as follows:

Component	G1: Half or more GM classes	G2: Less than have GM classes	G3: Non –GM classes only
Teacher Effectiveness Rubric	85%	85%	85%
Individual Growth Model Data	9%	8%	N/A
Growth	N/A	N/A	5%
School-wide Learning Measure	6%	7%	5%

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example from a Group 1 teacher:

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X85%	=2.21
Individual Growth Model Data	3	X9%	=0.27
Growth	N/A	N/A	N/A
School-wide Learning Measure	2	X6%	=0.12
Sum of the Weighted Scores			2.60

*To get the final weighted score, simply sum the weighted scores from each component.

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

Ineffective	Improvement Necessary	2.60 ↓ Effective	Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points
			4.0 Points

Note Borderline points always round up.

Feedback and Remediation Plans:

Certified personnel will receive completed evaluation and document feedback within (7) business days from completion of the **summative** evaluation.

Any teacher who does not receive a raise or increment due to evaluation may file a request in writing with the superintendent not later than five (5) days after receiving notification that the teacher received a rating of improvement necessary or ineffective. The teacher will have the right to a private conference with the superintendent.

Teachers who receive an evaluation rating of improvement necessary or ineffective will be meeting with the evaluator to establish a professional development plan to help improve the teacher's current rating. The professional development options will be dictated by the teacher's shortcomings and will help promote improvement in those areas. Items to be considered would be educational resources, workshops, peer mentoring, college courses, license renewal credit, etc. The professional development plan will be established and the evaluator will be updated periodically on the teacher's progress or completion of professional development plan options.

Instruction Delivered by Teachers Rated Ineffective:

The East Gibson School Corporation will make every effort to avoid a situation in which a student would be instructed for two (2) consecutive years by a teacher who was rated "ineffective". When or if it becomes unavoidable, parents will be notified by the building principal via a phone call, letter or a conference to inform them that the situation exists. Discussion about why it is unavoidable as well as to address any concerns of the student's parents will be conducted to ensure that the academic needs of all students are met.

Negative Impact:

Any certified employee who is determined to have negatively impacted student achievement and growth cannot receive a rating of "Highly Effective" or "Effective".

For classes that are not measured by statewide assessment, negative impact is characterized by a less than 10% of students showing improvement.. Improvement percentages will be determined by a pre-test and a post-test

For classes measured by statewide assessments with growth model data, the IDOE shall determine and revise at regular intervals the cut levels in growth results that would determine a negative impact on growth and achievement.

Resources:

Website to help with understanding the domains and expectations in each domain.
<https://sites.google.com/site/teachersriseabove/>

[Complete RISE document can be provide upon request in the administrative office](#)

TEACHER APPRECIATION GRANTS

The East Gibson School Corporation will distribute its Teacher Appreciation Grant monies received from the Indiana Department of Education to the teachers who meet the following criteria:

1. Employed in the classroom or directly provided education in a virtual classroom setting;
2. Received a Highly Effective or an Effective rating on their most recently completed performance evaluation; and
3. Employed on December 1st of the year the Corporation receives the Teacher Appreciation Grant monies.

The School Corporation will distribute its Teacher Appreciation Grant monies as follows:

1. To All Effective Teachers: A stipend as determined by the superintendent
2. To All Highly Effective Teachers: A stipend in the amount of 25% more than the stipend given to Effective teachers

The School Corporation will distribute the stipends within 20 business days of the distribution date by the Indiana Department of Education of the Teacher Appreciation Grant monies to the School Corporation.

The School Corporation will add 0% of the stipend received to each highly effective and/or effective teacher's base salary.

LEGAL REFERENCE: I.C. 20-43-10-3.5

EAST GIBSON SCHOOL CORPORATION

PRINCIPAL EVALUATION SYSTEM

(MODIFIED RISE)

WORKING TOGETHER FOR QUALITY EDUCATION

Indiana Principal Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day—teachers. Indiana is committed to effectively supporting teachers and to ensuring the success of every student. Doing so requires that every school in the state is led by effective principals, as these school leaders have a tremendous impact on both teacher effectiveness and student learning.

As a starting point for increasing principal effectiveness, we need fair, credible and accurate annual evaluations to differentiate principal performance and to support their professional growth. With the help of educators throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department’s goal is to assist corporations in developing or adopting models that comply with Public Law 90, and are fair, credible, and accurate. Regardless of model or system, evaluations must:

Be Annual: Every principal, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

Focus on Student Growth and Achievement: Evaluations should be student-focused. First and foremost, an effective principal creates the conditions for all students to make academic progress. A thorough evaluation system includes multiple measures of principal performance, and growth and achievement data must be one of the key measures.

Include Four Rating Categories: To retain our best principals, we need a process that can truly differentiate the performance of our best school leaders, and give them the recognition they deserve. If we want all principals to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

Performance Level Ratings

Each principal will receive a rating at the end of the school year in one of four performance levels:

Highly Effective: A highly effective principal consistently exceeds expectations. This is a principal 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 students in the highly effective principal’s school, on aggregate, have generally

exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Effective: An effective principal consistently meets expectations. This is a principal 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 students in the effective principal's school, on 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 principal who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a principal who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. On aggregate, the students in the school of a principal 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 principal consistently fails to meet expectations. This is a principal 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 students in the ineffective principal's school, on aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education. [Overview of Components](#) The principal's role is a highly complex one. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a principal's performance. All principals will be evaluated on two major components:

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

Component 1: Professional Practice

Indiana Principal Effectiveness Rubric: Overview

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

Domains and Competencies

Domain 1: Teacher Effectiveness

- 1.1 HumanCapitalManger
- 1.2 InstructionalLeadership
- 1.3 Leading Indicators of Student Learning

Domain 2: Instruction

- 3. 2.1 PersonalBehavior
- 4. 2.2 Building Relationships
- 5. 2.3 CultureofAchievement

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and building manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation tool that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

Collecting Evidence on Principal Practice

In RISE, administrators who supervise principals will serve as the formal evaluators for principals. They will be responsible for approving the Administrative Student Learning Objectives set by principals, conducting

observations, providing feedback, monitoring progress, and assigning final ratings (several of these steps are described in subsequent sections). This expectation stems from our belief that these administrators – usually superintendents and assistant superintendents – need to focus their role (as many already do) on developing leaders in their corporations. So, throughout this section, we refer to evaluators with these individuals in mind.

A Note about “Primary” and “Secondary” Evaluators: For those familiar with the use of “primary” and “secondary” evaluators in the RISE Teacher Evaluation System, there are some important differences to note in the RISE Principal Evaluation System. Principal supervisors, either superintendents or assistant superintendents, may ask other trained evaluators who have a record of effective school leadership to assist in the evaluation process by collecting additional evidence and providing feedback to principals. However, principal supervisors are responsible for collecting evidence themselves through the two required observations, and for reviewing all information collected throughout the year and determining a summative rating.

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

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

Principal supervisors must directly observe principals at least two times over the course of the year, for at

least 30 minutes per visit. Observations may be announced or unannounced and evaluators may choose to use their visits as an opportunity to collect other evidence, including indirectly observing key systems that the principal has established. After each required observation, the evaluator must, within five school days, provide written and oral feedback to the principal on what was observed, and how evidence maps to the rubric.

Evaluators should treat these observation requirements as a bare minimum and strive to observe principal practice – directly and indirectly – significantly more. In fact, while the minimum requirement is two observations in year one of RISE implementation, in future years RISE will likely require a higher number of observations. While other aspects of evaluation (e.g., collection of artifacts of practice) are important, the professional relationship forged through observation and substantive feedback is a critical feature of a strong evaluation system. While this represents a significant shift from current practice for many superintendents and principals, it is a shift that will have powerful effects on the quality of leadership and, by extension, on the instruction that students receive.

Figure 4: Principal Observation Requirements

It is essential that during observations the evaluator take evidence based notes, writing specific instances of what the principal and others said and did. The evidence that evaluators record during the observation should be non-judgmental, reflecting a clear and concise account of what occurred in the observation. The difference between evidence and judgment is highlighted in the examples in Figure 5 below for both direct and indirect observation.

Observation Type	Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback	Announced?
Required	30 min.	2/yr	Optional	Yes	Within 5 days	Optional
Optional	Varies	3/yr (suggested)	No	Optional (encouraged)	Optional (encouraged)	No

It is essential that during observations the evaluator take evidence-based notes, writing specific instances

of what the principal and others said and did. The evidence that evaluators record during the observation should be non-judgmental, reflecting a clear and concise account of what occurred in the observation. The difference between evidence and judgment is highlighted in the examples in Figure 5 below for both direct and indirect observation.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the principal with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide principals interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides principals a good idea of their performance on competencies prior to the end-of-year conference. When mapping, evaluators should consider the evidence at the indicator level, focusing first on the “Effective” column in the rubric then moving up or down the performance levels as directed by the evidence. Figure 6 provides examples of documented evidence mapped to the appropriate indicators.

A word on collecting artifacts and reviewing data: Evaluators should collect enough evidence to help them make accurate professional judgments on the rubric, but should think carefully about the quality, alignment, and purpose of all evidence collected. Collecting large quantities of low-quality, poorly aligned evidence will only burden the principal and the evaluator.

Written artifacts should serve two purposes. First they can supplement observation, providing more evidence that is relevant to an observation. For example, using the direct observation evidence described in Figure 6, artifacts for the first example may include a schedule of RTI meetings or written documentation of the interventions and instructional strategies that were discussed. In the second example, the student performance data reviewed by the principal and teacher in addition to subsequent student performance data related to this concept would provide supporting evidence for the evaluator’s rating of the principal for this indicator. As with direct and indirect observations, it is important to ensure that the artifacts and data that are collected align with the competencies and indicators against which the principal’s performance is being evaluated. The second purpose of artifacts is to provide evidence on sections of the rubric that might be more difficult to observe directly.

The same purposes apply to reviewing school data as evidence. For example, parent and teacher survey results often provide valuable evidence of a principal’s practice across a range of competencies and sub-competencies in the rubric (some notable ones being 1.1.4: Leadership and Talent Development; 1.3.4: Instructional Time; 2.1.1: Professionalism; and 2.2.2: Communication).

Over the course of a school year, the collection of evidence should be significant. This has important implications for how information is maintained and how evaluators think about distilling information for

purposes of feedback and ratings. On these fronts, here are some recommendations for evaluators:

1. Consider establishing a regular (e.g., monthly) schedule for observation and feedback with principals, while also leaving room for unannounced visits.
2. Hold a mid-year conference to assess progress and review actions steps, providing principals
3. Maintain a file (ideally electronic) for each principal and establish a process for others involved in a principal's evaluation to contribute information as appropriate; in doing so, it is important to be targeted in the collection of information, so as to avoid burdening principals and pulling them from critical leadership work.

Adjusting the Intensity of Evidence Collection

New principals and struggling principals will benefit from early and frequent feedback on their performance. It is expected that evaluators will collect more evidence on the practice of novice and struggling principals than is required for RISE or is typical for more veteran and more effective principals. Evaluators should adjust timing of observations and conferences to ensure all principals receive the support they need.

Novice and struggling principals are encouraged to complete a professional development plan (see the form in Appendix B) with the support of their evaluator. The plan is a tool for principals to assess their own performance and set development goals. Principals utilizing a professional development plan work with their evaluators to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals are formally discussed during a mid-year conference, at which point the evaluator and principal discuss the principal's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Principal Effectiveness Rubric. Although every principal is encouraged to set goals around his/her performance, only principals who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90. When used as the remediation plan, the timeline for the plan can be no longer than 90 days, and the plans are required to use license renewal credits for professional development activities.

Principal Effectiveness Rubric: Scoring

At the end of the year, evaluators must determine a final principal effectiveness rubric rating and discuss this rating with principals during the end-of-year conference.

Assessing a principal's professional practice requires evaluators to constantly use their professional

judgment. No observation rubric, however detailed, can capture all of the nuances in how principals lead, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Principal Effectiveness Rubric provides a comprehensive framework for observing a principal's practice that helps evaluators synthesize what they see in the school, while simultaneously encouraging evaluators to consider all information collected holistically.

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

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

1. **Compile ratings and notes from multiple observations and other sources of evidence**

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. They will need to devote time to reviewing all of these materials.

2. **Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)**

After collecting adequate evidence at the sub-competency level, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. At this point, the evaluator should have ratings for 6 competencies, as shown in this example:

3. **Use each competency rating and professional judgment to establish final ratings for each domain: Teacher Effectiveness and Leadership Actions**

It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.



4. **Average the two domain ratings into one final practice score.**

At this point, two final domain ratings are summed and divided by two (since they are of equal weight) to form one score.

$(3 + 2) / 2 = 2.5$ 2.5 is the final rubric/professional practice score

The final rubric/professional practice score is placed in the table below to convey a professional practice rating. In this case the rating of 2.5 translates to Improvement Necessary.

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

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

Component 2: Student Learning

Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based upon baseline performance.

Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning for purposes of evaluating principals, we must use measurements that:

1. Are accurate in assessing student learning and school impact on student learning
2. Provide valuable and timely data to drive instruction in classrooms and to drive instructional decision-making by principals and other school leaders
3. Are fair to principals, given the school's grade span and subjects taught
4. Are as consistent as possible across buildings
5. Allow flexibility for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

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

A-F Accountability Grade

As building leaders, principals are responsible for increasing student performance in all subject areas and, where relevant, maintaining high performance levels. Indeed, research consistently points to principals as second only to teachers among in-school influences on student achievement. In measuring student

growth and achievement for principal evaluation, RISE fully aligns with the state’s accountability system for schools. This has the very significant benefit of focusing principals’ attention on the same student learning issues when considering school improvement as when considering their own evaluation. Specifically, principals will have a component of their evaluation score tied to school-wide student learning by aligning with Indiana’s A-F accountability model. The A-F accountability model is based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools). The school A-F grades are calculated at the state-level and returned to the schools. For detailed information about the A-F accountability model, visit the IDOE website (<http://www.doe.in.gov>).

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

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

Administrative Student Learning Objectives

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

RISE asks principals to take this goal-setting process one step further and set Administrative Student Learning Objectives (SLOs) for themselves. Given a principal's role, these Administrative SLOs can be highly similar – even identical in some cases – to the goals set for the school. While the A-F Accountability Grade represents an index of performance across multiple areas, Administrative SLOs allow for principals to be assessed against their priority areas of growth in student learning.

In RISE, principals set two Administrative Student Learning Objectives at the beginning of the year and are measured by their progress against these objectives.

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

1. Review data, district goals, and school goals
2. Determine appropriate measures
3. Write Administrative Student Learning Objectives
4. Track progress and refine strategies
5. Review results and score

Each of these steps is described below.

Once summative student achievement data are available for review, corporations should establish learning priorities for the next school year. It is then the principal's responsibility to review those priorities and their school-wide data (i.e., A-F grade, ISTEP/ECA data, subgroup performance, and other relevant data) and work with his/her school community to write a school improvement plan. The goals in the improvement plan should be a starting point for setting Administrative SLOs. Indeed, it is perfectly acceptable for a principal to use his/her school goals as the Administrative SLO's for evaluation purposes.

Some possible student learning data sources around which a principal may set goals include: LAS Links,

Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence IMAST, Acuity, mCLASS, ECAs, common local assessments in social studies or science, other non-state-mandated assessments (NWEA, etc.), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, and graduation rate. Principals and evaluators are strongly encouraged to carefully assess the rigor of available measures and to use measures well Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence suited for evaluation purposes. One caution is to avoid measures that are explicitly designed for formative student

assessment, since adding stakes to such assessments can work at cross purposes to their intended use.

Examples of data sources that are not considered as “student learning” measures include: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

An Administrative SLO is a long-term academic “SMART” goal that principals and evaluators set for groups of students. There is discretion in the content of the objective, so long as it meets these criteria:

Must be measurable

Must be collaboratively set by the principal and evaluator

May be district or school based

Must be based on student learning measures (student data)

Can be growth/improvement or achievement

May be based on the whole school population or subgroup populations

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

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

Once the principal writes his/her SLO’s, the evaluator must review and approve them. In addition to asking the principal the same three groups of questions noted above, the evaluator should come to

agreement with the principal about what it means to “meet,” “not meet,” and “exceed” the SLO. This is important for scoring

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

Principals who exceed both goals earn a 4 on this measure; principals who meet both goals earn a 3; principals who meet one goal but not the other receive a 2; and principals who meet neither goal earn a 1 on this measure.

Expectation	Category
Points	

Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

Summative Principal Evaluation Scoring

Review of Components

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

1. Professional Practice: Principals receive a summary rating on their practice as judged against the Principal
2. Effectiveness Rubric. The final, raw rubric score is used in the summative scoring process.

3. Student Learning: Principals receive two student learning ratings
 - a. One based on their A-F Accountability Grade, which will be determined at the state-level and returned to schools.
 - b. One based on their Administrative Student Learning Objectives (SLOs), which will be scored at the local level by the evaluator.

Weighting of Measures

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

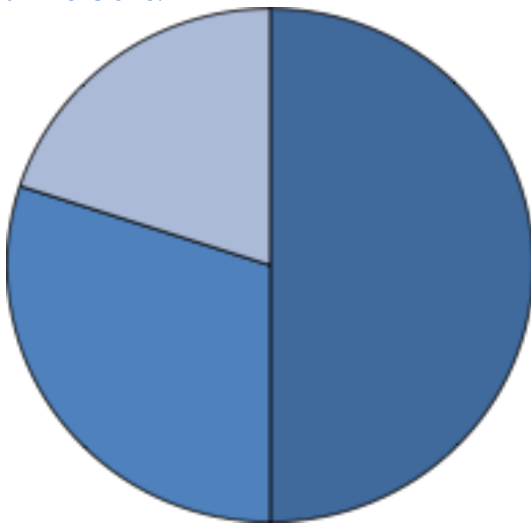
the Administrator Student Learning Objective Portion, a recognition of a principal's central responsibility

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

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

Principal Metrics

Admin SLO's 20%



A-F Grade 30%

Principal Rubric (PER) 50%

Below is an example of the weights applied for a principal who receives ratings of “Effective” on one domain of the rubric and “Improvement Necessary” on the other-----Rubric rating = 2.5

has a “B” grade on the state accountability system-----A-F rating = 3

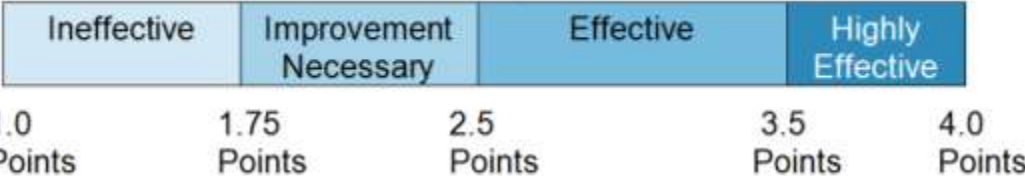
Meets one Administrative SLO but not the other-----Administrative SLO rating = 2

Example Summative Scoring Chart

Rubric Rating	2.5	0.50	1.25
A-F Accountability Grade (DOE)	3	0.30	0.90
Admin. SLO Rating	2	0.20	0.40
Comprehensive Effectiveness Rating		2.55	

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

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



Note: Borderline points always round up.

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

Modifications to the RISE Evaluation and Development System

Evaluator and Principal Handbook

Evaluators:

The East Gibson School Corporation superintendent will receive ongoing training and support in the Principal RISE evaluation skills. Any other certified personnel acting as an evaluator must have completed at least 3 consecutive years of “effective rated” administrative status. Certified personnel must be approved by the building principal as a qualified candidate to evaluate under the EGSC Evaluation Plan and conduct administrative evaluations as a significant part of their daily responsibilities. Evaluators will also receive ongoing training and support in evaluation skills

Evaluators at East Gibson:

A. For each certified staff member, a primary evaluator will be designated. The primary evaluator will be determined by the superintendent based on the staff members teaching assignment and building location. Generally, the principal or administrator who is in charge of the building in which the staff member spends the majority of his/her time would be the evaluator selected. Other administrators or trained certified staff members may be given authority to give input, where applicable, to the primary evaluator. The primary evaluator will have the final determination in developing the ratings for each certified staff member. All principal evaluations and central office administrators (if certified) will be evaluated by the current superintendent. Guidance counselors, media specialists, and other building level administrators under the supervision of the principal will be evaluated by the principal or his/her designee.

B. Only individuals who have received training and support in the East Gibson School Corporation T.E.A.M. Evaluation System may evaluate EGSC certified personnel. Observations, evaluations, and/or input of certified personnel shall be allowed only after consent has been given by the building principal, primary evaluator, and the certified personnel involved.

C. Certified personnel acting as an evaluator must have completed 3 consecutive years of “effective rated” teaching status. Certified personnel must be approved by the building principal as a qualified candidate to evaluate under the EGSC T.E.A.M. Evaluation Plan and conduct staff evaluations as a significant part of their daily responsibilities.

Feedback and Remediation Plans:

A. All Certified personnel, including administrators, will receive completed evaluation and document feedback within (7) business days from completion of the evaluation.

D. Administrators who receive an evaluation rating of improvement necessary or ineffective will be meeting with the evaluator to establish a professional development plan to help improve the administrator’s current rating. The professional development options will be dictated by the administrator’s shortcomings and will help promote improvement in those areas. Items to be considered would be educational resources, workshops, peer mentoring, college courses, license renewal credit, etc. The professional development plan will be established and the evaluator will be updated periodically on the administrator’s progress or completion of professional development plan options.

Administrators Rated Ineffective:

The East Gibson School Corporation will make every effort to avoid a situation in which a student would be instructed for two (2) consecutive years by an administrator who was rated “ineffective”. When or if it becomes unavoidable, parents will be notified by the EGSC Superintendent or his designee via a phone call, letter or a conference to inform them that the situation exists. Discussion about why it is unavoidable as well as to address any concerns of the student’s parents will be conducted to ensure that the academic needs of all students are met.

Designation in Rating Category:

Any certified employee, including an administrator, who is determined to have negatively impacted student achievement and growth cannot receive a rating of “Highly Effective” or “Effective”. Negative impact is characterized by a significant decrease in student achievement and notable low levels of student growth. For classes measured by statewide assessments with growth model data, the IDOE shall determine and revise at regular intervals the cut levels in growth results that would determine a negative impact on growth and achievement.

Evaluation and Availability

The Evaluation Plan will be explained to the governing body by the Superintendent at the scheduled August School Board meeting. The Evaluation plan will also be explained to principals at the opening of school Administration meeting. A copy of the plan will be made available to all certified staff.

RISE EVALUATION

Principal Metrics:

Principal Evaluation Rubric (PER)	50%
A-F Grade	30%
Admin SLOs	20%

Principal Evaluation Rubric:

Category	Points
Highly Effective	4
Effective	3
Improvement Necessary	2
Ineffective	1

Admin SLO's (2 goals):

Admin SLO	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

A-F Grade:

Grade	Points
A	4
B	3
C	2
D	1
F	0

ISBA/IAPSS INDIANA SUPERINTENDENT EVALUATION

USED IN THE EVALUATION OF EAST GIBSON SCHOOL CORPORATION SUPERINTENDENT

Evaluation Key: UL: Unsatisfactory and lack of satisfactory progress over time: U – Unsatisfactory; 1, 2, 3 – Low to high satisfactory performance range: N/A – Not applicable or not observed

Effective Instructional Leadership

1. Facilitates the development of a shared mission and vision.
2. Encourages and uses a variety of strategies to assess student performance accurately.
3. Applies current principles, practices, and research to foster effective teaching.
4. Leads the renewal of curriculum and instructional programs.
5. Promotes and models the effective use of appropriate instructional technologies.
6. Holds teachers accountable for having high standards and positive expectations that all students can perform at high levels.

Effective Organization Leadership

1. Applies research and organizational skills.
2. Demonstrates communication skills that are clear, direct, and learning.
3. Creates a positive, informed climate for collegial teaching and learning.
4. Facilitates constructive change.
5. Plans for, models, and encourages collaboration and shared decision-making.
6. Applies strategic planning techniques that foster systemic approaches and result in sound decisions.

Effective Administration and Management

1. Carries out personnel selection supervision, evaluation, and management functions for the school or district effectively

2. Applies current knowledge of policy formulation and legal requirements within the scope of his/her responsibility.
3. Applies current knowledge of fiscal management policy and practices within the scope of his/her responsibility.
4. Applies current knowledge of auxiliary programs (such as transportation, food services, pupil personnel services, maintenance, and facilities management) within the scope of his/her responsibility.
5. Uses appropriate technologies to administer his/her responsibilities.

Promotion of Equity and Appreciation of Diversity

1. Strives to assure equity among programs and learning opportunities for staff, students, and parents.
2. Demonstrates appreciation for and sensitivity to the diversity among individuals.

Effective Relationships With The Community

1. Assesses the needs of parents and community members and involves them in decision-making.
2. Promotes partnerships among staff, parents, business, and the community.
3. Interprets, articulates, and promotes the vision, mission, programs, activities, and services of the school/district.

Fulfillment of Professional Responsibilities

1. Demonstrates enthusiasm for his/her own learning.
2. Demonstrates and promotes an atmosphere of respect for self and others.
3. Models ethical behavior.

Indiana Superintendent Evaluation Rubric Score Sheet

1.0 Human Capital Manager – The superintendent uses the role of 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 – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

Indicator	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"/>	
Score					

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

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 –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative 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 – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’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 – The superintendent leverages organizational, operational, and resource management skills to support school corporation 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					

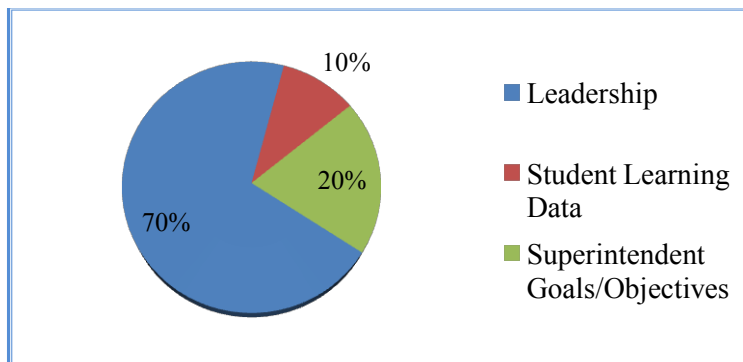
Superintendents Goals/Objectives

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"/>	

Evaluator’s Name or # _____

ISBA/IAPSS Superintendent Evaluation Metrics

[Example]: 70% Leadership Outcomes, 20% Superintendent Goals/Objectives,
10% Student Learning Data



LEADERSHIP OUTCOMES (70%):

Effectiveness Rubric (70%): This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 70% of the superintendent’s comprehensive rating.

Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
Ineffective (IN)	1	

STUDENT LEARNING DATA (10%):

Accountability A-F Grade (10%): The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 10% of the superintendent’s comprehensive rating in this example.

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

SUPERINTENDENT GOALS/OBJECTIVES (20%):

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 20% of the superintendent’s comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:

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

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

COMPUTING THE SCORE:

	Raw Score	x	Weight	=	SCORE
Rubric Rating	3		0.70		2.1
+ Accountability A-F Grade	4		0.10		.4
+ Superintendent Goals/Objective Rating	4		0.20		.8
				Comprehensive Effectiveness Rating	3.3

SCALE

	Categories				
	Ineffective	Improvement Necessary	Effective	Highly Effective	
Points*	1.0	1.75	2.5	3.5	4.0

ISBA/IAPSS Indiana Superintendent Evaluation Rubric

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.0 Human Capital Manager – The superintendent uses the role of human capital 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, 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 consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently 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, 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, 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 proficiencies and needs.	<p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation 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>	<p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.</p>
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>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.</p>	<p>The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.4</p> <p>The superintendent provides evidence of delegation and trust in subordinate leaders.</p>	<p>Employees throughout the corporation are empowered in formal and informal ways.</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 every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p>
<p>1.5</p> <p>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</p>	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</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>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p>	<p>The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.</p>	<p>The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.</p>	<p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>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.</p>				
<p>2.1 The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</p>	<p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention 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, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The superintendent is unaware of or indifferent to the data.</p>
<p>2.2 The superintendent demonstrates evidence of student improvement through student achievement results.</p>	<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 group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</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 group of students that has previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2.3</p> <p>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</p>	<p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>	<p>The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.</p>	<p>The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.</p>	<p>The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.</p>

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 all student and adult relationships in the school corporation.				
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 to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2 The superintendent organizes time and projects for effective leadership.	Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the superintendent. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.</p>				
<p>4.1 The superintendent demonstrates effective communication with parents and community.</p>	<p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive 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 and help to advance the strategic plan of the school corporation.</p>	<p>The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p>	<p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</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>
<p>4.2 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>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful 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 directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>4.3</p> <p>The superintendent understands the role of the superintendent in engaging the public in controversial issues.</p>	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p>	<p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p>	<p>The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.</p>	<p>The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.</p>
<p>4.4</p> <p>The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.</p>	<p>The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.</p>	<p>The superintendent communicates with all school board members periodically.</p>	<p>The superintendent communicates with selected school board members when needed.</p>	<p>The superintendent has little communication with the school board outside of meetings.</p>
<p>4.5</p> <p>The superintendent encourages open communication and dialogue with school board members.</p>	<p>The superintendent has created an environment where input feedback and 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>	<p>The superintendent seeks input and feedback from all school board members on a frequent basis.</p>	<p>The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.</p>	<p>The superintendent rarely seeks input from the school board and tends to make unilateral decisions.</p>
<p>4.6</p> <p>The superintendent provides the school board with a written agenda and background material before each board meeting.</p>	<p>The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material 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 provides limited background material.</p>	<p>The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>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.</p>				
<p>5.1 The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</p>	<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>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>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 requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student’s academic, social, emotional, and behavioral needs.</p>	<p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and meeting each student’s academic, social, emotional, and behavioral needs.</p>
<p>5.2 The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</p>	<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>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>	<p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</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 available supports.	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 limited to students who are struggling academically or behaviorally.	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent guides 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.

Feedback and Remediation Plans:

Superintendent will receive completed evaluation and document feedback within (7) business days from completion of the **summative** evaluation performed by the School Board and collected by the School corporation attorney.