

**MSD of Boone Township
Staff Performance Evaluation Plan**



2023-2024

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 Certified Staff 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.
- **Guidance Counselor**
The Guidance Counselor is a certificated employee who assists students in areas of academic achievement, personal or social development, and career exploration so that each student can identify personal goals, strengths, weaknesses, and interests and grow to become a well-adjusted and productive adult.
- **Athletic Director**
The Athletic Director is a certificated employee who oversees all aspects of the athletic programs associated with the school district.
- **School Principal**
The School Principal serves as the educational leader and chief administrator for the school building within the district. The School Principal is the evaluator of each certificated employee within their designated school building.
- **Superintendent**
The Superintendent serves as the Chief Executive Officer and Chief School Administrator for the District. The Superintendent is the evaluator of each School Principal and/or certificated administrator within the school 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 Framework for Teaching model. 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, also described as the evaluator.

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.
- After an evaluator is assigned to perform a certificated employee's evaluation, the certificated employee may request the school corporation to assign an evaluator other than the evaluator assigned to perform the certificated employee's evaluation. (IC 20-28-11.5-4e)
- 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 "Staff 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 must be in writing and discussed with the teachers or the teacher's representative but is not subject to bargaining.

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 "Staff 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?

An “evaluator” is an individual that conducts staff performance evaluations for certified employees. The building principal is the educational leader, evaluator and chief administrator of the building in which they are assigned. Teachers, Counselors and the Athletic Director will not serve as instructional evaluators 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 Framework for Teaching rubrics each year. Training is conducted by the superintendent annually to review target components, 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 regarding best practices in observation, feedback and evaluation.

The superintendent is the “evaluator” or observer of the building principals. The superintendent will attend any relevant training annually as it pertains to the “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 may 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 teacher effectiveness 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: A Framework for Teaching (Danielson Model)
 - See Appendix A
- Counselors: A Framework for Teaching (Danielson Guidance Counselor Model)
 - See Appendix B
- Athletic Director: Athletic Director Evaluation Instrument (Locally Designed)
 - See Appendix C
- Principals: Modified Indiana RISE Model
 - See Appendix D
- Superintendent: ISBA Superintendent Evaluation
 - See Appendix E
- Certified Staff Support and Intervention
 - See Appendix F

A Framework for Teaching

The four domains from Charlotte Danielson's *A Framework for Teaching* which include Planning and Preparation, the Classroom Environment, Instruction and Professional Responsibilities will be used as a tool to collect evidence through formal classroom observations, observations outside the classroom and artifacts gathered by the administrator or provided by the teacher.

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 component within the four domains. 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 depth of teachers 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.

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 Danielson's *Framework for Teaching* rubric. See Appendix A which outlines the Danielson *Framework for Teaching* rubric.

After all observations for the school year are completed, component scores will be averaged within each domain, with scores at:

- Highly Effective- 4 points
- Effective- 3 points
- Developing- 2 points
- Ineffective-1 point

Domain Scoring

Domain 1: Planning and Preparation will be worth 25% of a teacher's total evaluation.

Domain 2: The Classroom Environment will be worth 25% of a teacher's total evaluation.

Domain 3: Instruction will be worth 25% of a teacher's total evaluation.

Domain 4: Professional Responsibilities will be worth 25% of a teacher's total evaluation.

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.

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.

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 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.

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.

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Indiana School Boards Association

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THE FRAMEWORK
FOR TEACHING
.....
AT A GLANCE

DOMAIN 1 25%

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources Effectively
- 1e Planning Coherent Instruction
- 1f Designing and Analyzing Assessments

DOMAIN 2 25%

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning



THE
DANIELSON
GROUP

DOMAIN 4 25%

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families and Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting in Service of Students

DOMAIN 3 25%

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy**
 - Disciplinary Expertise
 - Pedagogical Content Knowledge
 - Knowledge of Interdisciplinary Relationships and Skills
- 1b Knowing and Valuing Students**
 - Respect for Students' Identities
 - Understanding of Students' Current Knowledge and Skills
 - Knowledge of Whole Child Development
 - Knowledge of the Learning Process and Learning Differences
- 1c Setting Instructional Outcomes**
 - Value and Relevance
 - Alignment to Grade-Level Standards
 - Clarity of Purpose
 - Integration of Multiple Aspects of Student Development
- 1d Using Resources Effectively**
 - Instructional Materials
 - Technology and Digital Resources
 - Supports for Students
- 1e Planning Coherent Instruction**
 - Tasks and Activities
 - Flexible Learning
 - Student Collaboration
 - Structure and Flow
- 1f Designing and Analyzing Assessments**
 - Congruence with Instructional Outcomes
 - Criteria and Standards
 - Planning Formative Assessments
 - Analysis and Application

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments**
 - Positive Relationships
 - Sense of Belonging
 - Cultural Responsiveness
 - Positive Conflict Resolution
- 2b Fostering a Culture for Learning**
 - Purpose and Motivation
 - Dispositions for Learning
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 - Use of Instructional Materials and Resources
 - Opportunities for Thinking and Reflection
- 3d Using Assessment for Learning**
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 - Monitoring Student Understanding
 - Timely, Constructive Feedback
- 3e Responding Flexibly to Student Needs**
 - Evidence-Based Adjustments
 - Receptiveness and Responsiveness
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 - Relational Trust and Collaborative Spirit
 - Culture of Inquiry and Innovation
 - Service to the School
- 4e Growing and Developing Professionally**
 - Curiosity and Autonomy
 - Developing Cultural Competence
 - Enhancing Knowledge and Skills
 - Seeking and Acting on Feedback
- 4f Acting in Service of Students**
 - Acting with Care, Honesty, and Integrity
 - Ethical Decision-Making
 - Advocacy

DOMAIN 1 PLANNING AND PREPARATION

25%

1a Applying Knowledge of Content and Pedagogy

Disciplinary Expertise: Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

Pedagogical Content Knowledge: Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

Knowledge of Interdisciplinary Relationships and Skills: Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

1c Setting Instructional Outcomes

Value and Relevance: Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.

Alignment to Grade-Level Standards: Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.

Clarity of Purpose: Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.

Integration of Multiple Aspects of Student Development: Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

1e Planning Coherent Instruction

Tasks and Activities: Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

Flexible Learning: Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

Student Collaboration: Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

Structure and Flow: Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

1b Knowing and Valuing Students

Respect for Students' Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

1d Using Resources Effectively

Instructional Materials: Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.

Technology and Digital Resources: Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.

Supports for Students: Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

1f Designing and Analyzing Assessments

Congruence with Instructional Outcomes: Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.

Criteria and Standards: Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.

Planning Formative Assessments: Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.

Analysis and Application: Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

3a Communicating About Purpose and Content

Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

3b Using Questioning and Discussion Techniques

Critical Thinking and Deeper Learning: Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

Reasoning and Reflection: Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.

Student Participation: Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

3c Engaging Students in Learning

Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork: Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

3d Using Assessment for Learning

Clear Standards for Success: Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

Monitoring Student Understanding: Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

Timely, Constructive Feedback: High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

3e Responding Flexibly to Student Needs

Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

Receptiveness and Responsiveness: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

Determination and Persistence: Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

4a Engaging in Reflective Practice

Self-Assessment of Teaching: Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

Analysis and Discovery: Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.

Application and Continuous Improvement: Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

4b Documenting Student Progress

Student Progress Toward Mastery: The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.

Shared Ownership: With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.

Maintaining Reliable Records: The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

4c Engaging Families and Communities

Respect and Cultural Competence: Teachers interact with families and the community in ways that respect their values and cultural backgrounds.

Community Values: Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.

Instructional Program: Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.

Engagement in Learning Experiences: Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

4d Contributing to School Community and Culture

Relational Trust and Collaborative Spirit: Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.

Culture of Inquiry and Innovation: Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.

Service to the School: Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

4e Growing and Developing Professionally

Curiosity and Autonomy: Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.

Developing Cultural Competence: Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.

Enhancing Knowledge and Skills: Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.

Seeking and Acting on Feedback: Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

4f Acting in Service of Students

Acting with Care, Honesty, and Integrity: Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.

Ethical Decision-Making: Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.

Advocacy: Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.

1 Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

Level of Performance

Ineffective

The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline
Possible Examples: The teacher says, The official language of Brazil is Spanish, just like other South American countries. The teacher says, I don't understand why the math book has decimals in the same unit as fractions. The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.

- Teacher makes content errors.
- Teacher does not consider prerequisite relationships when planning
- Teacher's plans use inappropriate strategies for the discipline

Developing

The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline
Possible Examples: The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with re-grouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and test on Friday

- Teacher is familiar with the discipline but does not see conceptual relationships
- Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies and some are not be suitable to the content

Effective

The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline
Possible Examples: The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. The teacher plans to expand a unit on civics by having students simulate a court trial.

- The teacher can identify important concepts of the discipline, and their relationships to one another.
- The teacher consistently provides clear explanations of the content.
- The teacher answers student questions accurately and provides feedback that furthers their learning.
- The teacher seeks out content-related professional development.

Highly Effective

The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding
Possible Examples: In a unit on 19th century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.

- In addition to the characteristics of proficient, Teacher cites intra- and inter-disciplinary content relationships.
- Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

1b Demonstrating Knowledge of Students

Level of Performance

Ineffective

The teachers demonstrates little or no knowledge of students backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding
Possible Examples: The lesson plan includes a

Developing

The teacher indicates the importance of understanding students backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole
Possible Examples: The teachers

Effective

The teacher actively seeks knowledge of students backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students
Possible Examples: The teacher creates an

Highly Effective

The teacher actively seeks knowledge of students backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students
Possible Examples: The

1 Planning and Preparation

teacher presentation for an entire 30 minute period to a group of 7-year old's. The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students

Teacher does not understand child development characteristics and has unrealistic expectations for students

Teacher does not try to ascertain varied ability levels among students in the class.

Teacher is not aware of student interests or cultural heritages.

Teacher takes no responsibility to learn about students medical or learning disabilities.

lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. Lesson plans make only peripheral reference to students interests. The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.

Teacher cites developmental theory, but does not seek to integrate it into lesson planning.

Teacher is aware of the different ability levels in the class, but tends to teach to the whole group

The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.

The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.

assessment of students levels of cognitive development. The teacher examines previous years cum folders to ascertain the proficiency levels of groups of students in the class, The teacher administers a student interest survey at the beginning of the school year. The teacher plans activities based on student interests. The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December. The teacher plans to ask her Spanish speaking students to discuss their ancestry as part of their Social Studies unit studying South America.

The teacher knows, for groups of students, their levels of cognitive development

The teacher is aware of the different cultural groups in the class.

The teacher has a good idea of the range of interests of students in the class

The teacher is well-informed about students cultural heritage and incorporates this knowledge in lesson planning.

The teacher is aware of the special needs represented by students in the class.

The teacher has identified high, medium, and low groups of students within the class.

teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult. The teacher attended the local Mexican heritage day, meeting several of his students extended family members. The teacher regularly creates adapted assessment materials for several students with learning disabilities.

In addition to the characteristics of proficient,

The teacher uses ongoing methods to assess students skill levels and designs instruction accordingly.

The teacher seeks out information about their cultural heritage from all students.

The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

1 Planning and Preparation

1c Setting Instructional Outcomes

Level of Performance

Ineffective

Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment
Possible Examples: A learning outcome for a fourth grade class is to make a poster illustrating a poem. All the outcomes for a ninth grade history class are factual knowledge. The topic of the social studies unit involves the concept of revolutions but the teacher only expects his students to remember the important dates of battles. Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct

Outcomes lack rigor.

Outcomes do not represent important learning in the discipline.

Outcomes are not clear or are states as activities.

Outcomes are not suitable for many students in the class.

Developing

Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration
Possible Examples: Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. The outcomes are written with the needs of the middle group in mind; however, the advanced students are bored, and some lower-level students struggle.

Outcomes represent a mixture of low expectations and rigor.

Some outcomes reflect important learning in the discipline.

Outcomes are suitable for most of the class.

Effective

Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination
Possible Examples: One of the learning outcomes is for students to appreciate the aesthetics of 18th century English poetry. The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. The teacher reviews the project expectations and modifies some goals to be in line with students IEP objectives.

Outcomes represent high expectations and rigor.

Outcomes are related to big ideas of the discipline.

Outcomes are written in terms of what students will learn rather than do.

Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.

Outcomes are suitable to groups of students in the class, differentiated where necessary.

Highly Effective

Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take into account of the needs of individual students
Possible Examples: The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. Students will develop a concept map that links previous learning goals to those they are currently working on. Some students identify additional learning

In addition to the characteristics of proficient,

Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing

Teacher connects outcomes to previous and future learning

Outcomes are differentiated to encourage individual students to take educational risks.

1 Planning and Preparation

1d Demonstrating Knowledge of Resources

Level of Performance

Ineffective

The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge Possible Examples: For their unit on China, the students accessed all of their information from the district-supplied textbook. Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself. A student says, its too bad we can't go to the nature center when we're doing our unit on the environment.

The teacher only uses district-provided materials, even when more variety would assist some students

The teacher does not seek out resources available to expand his/her own skill.

Although aware of some student needs, the teacher does not inquire about possible resources.

Developing

The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge Possible Examples: For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow. The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year. The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.

The teacher uses materials in the school library, but does not search beyond the school for resources.

The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.

The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.

Effective

The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them Possible Examples: The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. The teacher took an online course on Literature to expand her knowledge of great American writers. The teacher distributes a list of summer reading materials that would help prepare his 8th graders transition to high school.

Texts are at varied levels

Texts are supplemented by guest speakers and field experiences

Teacher facilitates Internet resources.

Resources are multi-disciplinary.

Teacher expands knowledge with professional learning groups and organizations

Teacher pursues options offered by universities.

Teacher provides lists of resources outside the class for students to draw on

Highly Effective

The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them Possible Examples: The teacher is not happy with the out of date textbook; his students will critique it and write their own text for social studies. The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry. The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

In addition to the characteristics of proficient,

Texts are matched to student skill level

The teacher has ongoing relationship with colleges and universities that support student learning.

The teacher maintains log of resources for student reference

The teacher pursues apprenticeships to increase discipline knowledge

The teacher facilitates student contact with resources outside the classroom.

1 Planning and Preparation

1e Designing Coherent Instruction

Level of Performance

Ineffective

The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students Possible Examples: After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet. Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit. The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. The teacher's lesson plans are written on sticky notes in his grade book; they indicate: lecture, activity, or test.

Learning activities are boring and/or not well aligned to the instructional goals.

Materials are not engaging or meet instructional outcomes.

Instructional groups do not support learning

Lesson plans are not structured or sequenced and are unrealistic in their expectations.

Developing

The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources Possible Examples: After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. The teacher found an atlas to use as a supplemental resource during the geography unit. The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with. The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.

Learning activities are moderately challenging.

Learning resources are suitable, but there is limited variety.

Instructional groups are random or only partially support objectives

Lesson structure is uneven or may be unrealistic in terms of time expectations.

Effective

The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning Possible Examples: The teacher reviews her learning activities with a reference to high level action verbs and rewrites some of the activities to increase the challenge level. The teacher creates a list of historical fiction titles that will expand her students knowledge of the age of exploration. The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.

Learning activities are matched to instructional outcomes.

Activities provide opportunity for higher-level thinking.

Teacher provides a variety of appropriately challenging materials and resources.

Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.

The plan for the lesson or unit is well structured, with reasonable time allocations.

Highly Effective

The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs Possible Examples: The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections. After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future. The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.

In addition to the characteristics of proficient,

Activities permit student choice.

Learning experiences connect to other disciplines.

Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.

Lesson plans differentiate for individual student needs.

Level of Performance

Ineffective

The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction Possible Examples: The teacher marks papers on the foundation of the US constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc. After the students present their research on Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, After all these years in education, I just know what grade to give. The teacher says, What's the difference between formative assessment and the test I give at the end of the unit? The teacher says, The district gave me this entire curriculum to teach, so I just have to keep moving.

Assessments do not match instructional outcomes.

Assessments have no criteria.

formative assessments have been designed.

Assessment results do not affect future plans.

Developing

The teacher's plan for student assessment is partially aligned with the instructional outcomes without clear criteria, and inappropriate for a least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole Possible Examples: The district goal for the Europe unit is for students to understand geo-political relationships; The teacher plans to have the students memorize all the country capitals and rivers. The teachers students received their tests back; each one was simply marked with a letter grade at the top. The plan indicates that the teacher will pause to check for understanding but without a clear process of how that will be done. A student says, If half the class passed the test, why are we all reviewing the material again?

Only some of the instructional outcomes are addressed in the planned assessments.

Assessment criteria are vague.

Plans refer to the use of formative assessments, but they are not fully developed.

Assessment results are used to design lesson plans for the whole class, not individual students.

Effective

The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students Possible Examples: Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined. Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities. Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.

All the learning outcomes have a method for assessment.

Assessment types match learning expectations.

Plans indicate modified assessments for some students as needed.

Assessment criteria are clearly written.

Plans include formative assessments to use during instruction.

Lesson plans indicate possible adjustments based on formative assessment data.

Highly Effective

The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students Possible Examples: To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class. Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own. After the lesson Ms. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.

In addition to the characteristics of proficient,

Assessments provide opportunities for student choice.

Students participate in designing assessments for their own work.

Teacher-designed assessments are authentic with real-world application, as appropriate.

Students develop rubrics according to teacher-specified learning objectives.

1 Planning and Preparation

Students are actively involved in collecting information from formative assessments and provide input.

2 The Classroom Environment

2a Creating an Environment of respect and Rapport

Level of Performance

Ineffective

Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results

Teacher uses disrespectful talk toward students.

Student body language indicates feelings of hurt or insecurity

Teacher does not address disrespectful interactions among students.

Teacher displays no familiarity with or caring about individual students interests or personalities.

Students use disrespectful talk toward one another with no response from the teacher.

Developing

Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results

The quality of interactions between teacher and students or among students is uneven, with occasional disrespect

Teacher attempts to respond to disrespectful behavior, with uneven results.

Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful

Effective

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite

Talk between teacher and students and among students is uniformly respectful.

Teacher makes connections with individual students.

Students exhibit respect for the teacher

During the lesson, the teacher offers encouragement to students as they struggle with complex learning. This may be 2b, expectations.

Highly Effective

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class

In addition to the characteristics of proficient,

Teacher demonstrates knowledge and caring about individual students lives beyond school

The teacher's response to a student's incorrect response respects the student's dignity

When necessary, students correct one another in their conduct toward classmates.

2 The Classroom Environment

2b Establishing a Culture for Learning

Level of Performance

			Highly Effective
<p>Ineffective</p> <p>The classroom culture is characterized by a lack of the teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued</p>	<p>Developing</p> <p>The classroom culture is characterized by little commitment to the learning by the teacher or student. Student engagement in the task at hand is inconsistent. The teacher appear to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p>	<p>Effective</p> <p>The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning</p>	<p>The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students</p>
<p>The teacher conveys that the reasons for the work are external.</p>	<p>The teacher's energy for the work is half-hearted or unsuccessful at enlisting student energy.</p>	<p>The teacher communicates the importance of the work and expectations that all students can be successful in it.</p>	<p>In addition to the characteristics of proficient,</p>
<p>The teacher conveys to at least some students that the work is too challenging for them.</p>	<p>The teacher conveys only modest expectations.</p>	<p>Student work and conduct during a lesson indicate commitment to high quality.</p>	<p>The teacher communicates a genuine passion for the subject</p>
<p>The teacher trivializes the learning goals and assignments.</p>	<p>The teacher trivializes some of the learning goals and assignments</p>	<p>The teacher demonstrates a high regard for student abilities.</p>	<p>Students indicate that they are not satisfied unless they have complete understanding.</p>
<p>Students exhibit little or no pride in their work</p>	<p>Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work</p>	<p>The teacher emphasizes the role of hard work in student learning.</p>	<p>Student questions and comments indicate a desire to understand the concepts rather than, for example, simply learning a procedure for getting the correct answer</p>
		<p>The teacher expects student effort and recognizes it</p>	<p>Students recognize the efforts of their classmates.</p>
		<p>The students put forth good effort to complete work of high quality.</p>	<p>Students take initiative in improving the quality of their work.</p>

2 The Classroom Environment

2c Managing Classroom Procedures

Level of Performance	Ineffective	Developing	Effective	Highly Effective
	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students</p>
	<p>Students not working with the teacher are disruptive to the class.</p>			<p>In addition to the characteristics of proficient,</p>
	<p>Non-instructional duties, such as taking attendance, consume much time.</p>		<p>The students work productively in small group work.</p>	<p>Students take the initiative with their classmates to ensure that their time is used productively</p>
	<p>There are no established procedures for distributing and collecting materials.</p>	<p>Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough.</p>	<p>The teacher has established time-saving procedures for non-instructional activities.</p>	<p>Students ensure that transitions are accomplished smoothly.</p>
	<p>Procedures are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher.</p>	<p>Routines for distribution and collection of materials and supplies work efficiently.</p>	<p>Students take initiative in distributing and collecting materials efficiently.</p>
	<p>Volunteers and paraprofessionals appear confused as to what they are supposed to be doing.</p>		<p>Volunteers and paraprofessionals have clearly defined roles.</p>	<p>Paraprofessionals and volunteers take initiative in improving learning opportunities for students.</p>

2 The Classroom Environment

2d Managing Student Behavior

Level of Performance	Ineffective	Developing	Effective	Highly Effective
	<p>There is little or no teacher monitoring of student behavior. Response to students misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct</p>	<p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs</p>
	<p>The classroom environment is chaotic, with no apparent standards of conduct.</p>	<p>The teacher attempts to maintain order in the classroom but with uneven success.</p>		<p>In addition to the characteristics of proficient,</p>
	<p>The teacher does not monitor student behavior.</p>	<p>Classroom rules are posted, but neither teacher nor students refer to them.</p>	<p>Students can describe the standards of conduct.</p>	<p>Students can explain the reasons for the different standards of conduct and how they reflect students own priorities.</p>
	<p>Some students violate classroom rules, without apparent teacher awareness or consequences.</p>	<p>Teacher attempts to keep track of student behavior, but with no apparent system</p>	<p>Upon a non-verbal signal from the teacher, students correct their behavior.</p>	<p>The teacher monitors student behavior without speaking just moving about.</p>
	<p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>The teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.</p>	<p>Teacher continually monitors student behavior.</p>	<p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>

2 The Classroom Environment

2e Organizing Physical Space

Level of Performance

Ineffective

The physical environment is unsafe or some students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities

There are physical hazards in the classroom, endangering student safety.

Some students can't see or hear the teacher or see the board.

Available technology is not being used, even if its use would enhance the lesson.

Developing

The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success

The physical environment is safe, and most students can see and hear.

The physical environment is not an impediment to learning, but does not enhance it.

The teacher makes limited use of available technology and other resources.

Effective

The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology

The classroom is safe, and all students are able to see and hear.

The classroom is arranged to support the instructional goals and learning activities.

The teacher makes appropriate use of available technology.

Highly Effective

The classroom is safe, and learning is accessible to all students including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning

In addition to the characteristics of proficient,

Modifications are made to the physical environment to accommodate students with special needs

There is perfect alignment between the goals of the lesson and the physical environment.

Students take the initiative to adjust the physical environment.

Teacher makes extensive and imaginative use of available resources and technology.

3 Instruction

3 Instruction

3a Communication with Students

Level of Performance

Ineffective

The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused

At no time during the lesson does the teacher convey to the students what they will be learning

Students indicate through their questions that they are confused as to the learning task.

The teacher makes a serious content error that will affect students understanding of the lesson

Students indicate through body language or questions that they don't understand the content being presented.

The teacher's communications include errors of vocabulary or usage.

Vocabulary is inappropriate to the age or culture of the students.

Developing

Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students ages or backgrounds

The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation

The teacher clarifies the learning task so students are able to complete it.

The teacher makes no serious content errors, although may make a minor error

Vocabulary and usage are correct but unimaginative.

Vocabulary may be too advanced or juvenile for the students

Effective

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly.

Teacher's explanation of content is clear and accurate and connects with students knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students ages and interests

The teacher states clearly, at some point during the lesson, what the students are learning.

When asked by an observer, students can state what they are learning.

Students engage with the learning task, indicating that they understand what they are to do.

The teacher models the process to be followed.

The teacher checks for student understanding of the learning task.

The teacher makes no content errors.

The teacher's explanation of content is clear and invites student participation and thinking.

Vocabulary and usage are correct and completely suited to the lesson.

Vocabulary is appropriate to the students ages and levels of development

Highly Effective

The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understandings. Students contribute to explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students vocabularies

In addition to the characteristics of proficient,

The teacher points out possible areas of misunderstanding.

The teacher explains content clearly, using metaphors and analogies to bring content to life.

All students seem to understand the presentation.

The teacher invites students to explain the content to the class, or to classmates.

The teacher uses rich language, offering brief vocabulary lessons where appropriate.

3 Instruction

3b Using Questioning and Discussion Techniques

Level of Performance

Ineffective

The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion

Questions are rapid-fire and convergent, with a single correct answer.

Questions do not invite student thinking.

Many questions are unrelated to the lesson outcomes

All discussion is between teacher and students; students are not invited to speak directly to one another.

The teacher only calls on students who have their hands up.

Developing

The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another,

Questions are a mix of higher-order and questions with a single correct answer.

Some questions are unrelated to the learning outcomes.

The teacher invites students to respond directly to one another's ideas, but few students respond.

The teacher calls on many students, but only a small number actually participate in the discussion.

Effective

Most of the teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard

Most questions are open-ended, inviting students to think.

Most questions have multiple possible answers.

Questions are related to the lesson objectives.

The teacher makes effective use of wait time.

Discussions enable students to talk to one another, without continual mediation by the teacher.

The teacher calls on all students, even those who don't initially volunteer.

All students actively engage in the discussion.

Highly Effective

The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion

In addition to the characteristics of proficient,

Students initiate higher-order questions.

Students extend the discussion, enriching it.

Students invite comments from their classmates during a discussion.

3 Instruction

3c Engaging Students in Learning

Level of Performance

Ineffective

The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged

Learning tasks require only recall or have a single correct response or method

The materials used ask students only to perform rote tasks.

Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.

Instructional materials used are unsuitable to the lesson and/or the students.

The materials used clash with students cultures.

Few students are engaged in the lesson.

Developing

The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however the pacing of the lesson may not provide students the time needed to intellectually engage with their learning

Learning tasks are a mix of those requiring thinking and recall.

Students have no choice in how they complete tasks.

The instructional groups partially serve the instructional purpose

The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking.

There is a discernible structure to the lesson, but it's not completely successful.

Some students are intellectually engaged in the lesson.

Effective

The various elements of the lesson are well-lined with the instructional outcomes, are suitable to the students development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning

Most learning tasks demand higher-order thinking

Learning tasks have multiple correct responses or approaches.

There is a productive mix of different types of groupings, suitable to the lesson objectives.

Materials and resources support the learning goals and students cultures.

The lesson has a clear structure.

Most students are intellectually engaged in the lesson.

Highly Effective

The various elements of the lesson are wellaligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another

In addition to the characteristics of proficient,

Students have choice in how they complete tasks.

Students modify a learning task to make it more meaningful or relevant to their needs.

Students suggest modifications to the grouping patterns used.

Students suggest modifications or additions to the materials being used.

Students have an opportunity for reflection and closure on the lesson.

Virtually all students are highly engaged in the lesson.

3 Instruction

3d Using Assessment in Instruction

Level of Performance

Ineffective

Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment

- The teacher gives no indication of what high-quality work looks like.
- Assessment is used only for grading.
- The teacher makes no effort to determine whether students understand the lesson.
- Feedback is only global.
- The teacher does not ask students to evaluate their own or classmates work.

Developing

Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/Prompts/Assessments are not used to diagnose evidence of learning

- The teacher requests global indications of student understanding.
- Feedback to students is not uniformly specific, not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer-assessment.

Effective

Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings

- The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students.
- Feedback includes specific and timely guidance on how students can improve their performance.
- The teacher elicits evidence of individual student understanding once during the lesson.
- Students are invited to assess their own work and make improvements.

Highly Effective

Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self- assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings

- In addition to the characteristics of proficient,
- There is evidence that students have helped establish evaluation criteria.
- Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly taking the pulse of the class.
- The teacher makes frequent use of strategies to elicit information about individual student understanding.
- Feedback to students is obtained from many sources, including other students.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

3 Instruction

3e Demonstrating Flexibility and Responsiveness

			Highly Effective
Level of Performance	<p>Ineffective</p> <p>The teacher adheres to the instruction plan in spite of evidence of poor student understanding or students lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment</p>	<p>Developing</p> <p>The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon</p>	<p>Effective</p> <p>The teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies</p>
	The teacher ignores indications of student boredom or lack of understanding.	The teacher's efforts to modify the lesson are only partially successful.	The teacher successfully makes a minor modification to the lesson.
	The teacher brushes aside student questions.	The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.	The teacher incorporates students interests and questions into the heart of the lesson.
	The teacher makes no attempt to incorporate student interests into the lesson.	The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.	The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.
	The teacher conveys to students that when they have difficulty learning, it is their fault	In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.	In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
	In reflecting on practice, the teacher does not indicate that it is important to reach all students		In addition to the characteristics of proficient,
			The teacher successfully executes a major lesson readjustment when needed.
			The teacher seizes on a teachable moment to enhance a lesson.
			The teacher conveys to students that s/he won't consider a lesson finished until every student understands, and that s/he has a broad range of approaches to use.
			In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.

4 Professional Responsibilities

4a Reflecting on Teaching

			Highly Effective
Level of Performance	<p>Ineffective</p> <p>The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved</p>	<p>Developing</p> <p>The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved</p>	<p>Effective</p> <p>The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved</p>
	<p>Highly Effective</p> <p>The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each</p>		

4 Professional Responsibilities

4b Maintaining Accurate Records

	Ineffective	Developing	Effective	Highly Effective
Level of Performance	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance

4c Communicating with Families

	Ineffective	Developing	Effective	Highly Effective
Level of Performance	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate

4d Participating in a Professional Learning Community

	Ineffective	Developing	Effective	Highly Effective
Level of Performance	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self serving	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty

4e Growing and Developing Professionally

	Ineffective	Developing	Effective	Highly Effective
Level of Performance	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues

4 Professional Responsibilities

4f Showing Professionalism

Level of Performance	Ineffective	Developing	Effective	Highly Effective
	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and timelines	The teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally under-served, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district

MSD of Boone Township Guidance Counselor Rubric (Danielson)

25%

Appendix B

DOMAIN 1: PLANNING AND PREPARATION

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Demonstrating knowledge of counselling theory and techniques	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.	Counselor demonstrates understanding of counselling theory and techniques.	Counselor demonstrates PARTIALLY EFFECTIVE understanding of counselling theory and techniques.	Counselor demonstrates little understanding of counselling theory and techniques.
Demonstrating knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and expectations to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as expectations to the general patterns.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays little or no knowledge of child adolescent development.
Establishing goals for the counseling program appropriate to the setting and the students served	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.	Counselor's goals for the counselling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counselling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor has no clear goals for the counselling program, or they are inappropriate to either the situation or the age of the students.
Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.	Counselor's knowledge of governmental regulations and of resources for students is extensive including those available through the school or district and in the community.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Planning the counseling program, integrated with the regular school program	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.	Counselor has developed a plan that includes the important aspect of counseling in the setting.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
Developing a plan to evaluate the counselling program.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.

MSD of Boone Township Guidance Counselor Rubric (Danielson)

25%

DOMAIN 2: The Environment

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Creating an environment of respect and rapport	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.
Establishing a culture for productive communication	the culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.
Managing routines and procedures	Counselor's routines for the counselling center or classrooms are seamless, and students assist in maintaining them.	Counselor's routines for the counselling center or classroom work effectively.	Counselor has rudimentary and partially successful routines for the counselling center or classroom.	Counselor's routines for the counselling center or classroom work are nonexistent or in disarray.
Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.	Counselor has established clear standards of conduct for counselling sessions, and makes a significant contribution to the environment of civility in the school.	Counselor's efforts to establish standards of conduct for counselling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established no standards of conduct for students during counselling sessions and makes no contribution to maintaining an environment of civility in the school.

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Organizing physical space	Counselling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.	Counselling center or classroom arrangements are inviting and conducive to the planned activities.	counselor's attempts to create an inviting and well-organized physical environment and partially successful.	The physical environment is in disarray or is inappropriate to the planned activities.

MSD of Boone Township Guidance Counselor Rubric (Danielson)

DOMAIN 3: Delivery of Service

25%

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Assessing student needs	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.	Counselor assesses student needs and knows the range of student needs in the school	Counselor's assessments of student needs are perfunctory.	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.
Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor's program is independent of identified student needs.
Using counseling techniques in individual and classroom programs	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and planning.	Counselor displays a narrow range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor has few counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Brokering resources to meet needs	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor does not make connections with other programs in order to meet student needs.
Demonstrating flexibility and responsiveness	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.	Counselor makes revisions in the counselling program when they are needed.	Counselor makes modest changes in the counselling program when confronted with evidence of the need for change.	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.

MSD of Boone Township Guidance Counselor Rubric (Danielson)

DOMAIN 4: Professional Responsibilities

25%

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Reflecting on practice	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counselling program might be improved.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.
Maintaining records and submitting them in a timely fashion	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's reports, records and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.
communicating with families	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.
Participating in a professional community	Counselor makes a substantial contributions to school or district events and projects and assumes leadership with colleagues.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor's relationships with colleagues are negative or self-serving, and counselor avoid being involved in school and district events and projects.
Engaging in professional development	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counselling skills.

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Showing professionalism	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays dishonesty in interactions with colleagues, students, and the public. violates principles of confidentiality.

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.

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_____ 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.

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- _____ 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.

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_____ 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:

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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

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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.)

MSD of Boone Township School Leader Rubric Appendix D

Domain 1: Teacher Effectiveness 50%

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager				
1.1.1	Hiring and retention At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	Principal recruits, hires, and supports teachers by: Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; Aligning personnel decisions with the vision and mission of the school.	Principal recruits, hires, and supports effective teachers by: Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; Demonstrating ability to increase some teachers' effectiveness; Occasionally applying the school's vision/mission to HR decisions.	Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	Evaluation of teachers At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	Principal prioritizes and applies teacher evaluations by: Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members	Principal prioritizes and applies teacher evaluations by: Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to partially differentiate the performance of teacher; Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	Principal does not prioritize and apply teacher evaluations by: Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers ; Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	Professional development At Level 4, a principal fulfills the criteria for Level 3 and additionally: Frequently creating learning opportunities in which highly effective teachers support their peers; Monitoring the impact of implemented learning opportunities on student achievement; Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	Principal orchestrates professional learning opportunities by: Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. Providing differentiated learning opportunities to teachers based on evaluation results.	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; Providing learning opportunities with little variety of format; Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; Providing no variety in format of learning opportunities; Failing to provide professional learning opportunities based on evaluation results.
1.1.4	Leadership and talent development At Level 4, a principal fulfills the criteria for Level 3 and additionally: Encouraging and supporting teacher leadership and progression on career ladders; Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; Recognizing and celebrating emerging leaders.	Principal develops leadership and talent by: Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; Providing formal and informal opportunities to mentor emerging leaders; Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	Principal develops leadership and talent by: Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; Providing formal and informal opportunities to mentor some, but not all, emerging leaders; Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	Principal does not develop leadership and talent by: Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; Rarely or never provides mentorship to emerging leaders; Providing no support and encouragement of leadership and growth; Frequently assigns responsibilities without allocating necessary authority.

1.1.5	Delegation	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Encouraging and supporting staff members to seek out responsibilities; Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	Principal delegates tasks and responsibilities appropriately by: Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; Monitoring the progress towards success of those to whom delegations have been made; Providing support to staff members as needed.	Principal delegates tasks and responsibilities appropriately by: Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; Providing support, but not always as needed.	Principal does not delegate tasks and responsibilities appropriately by: Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; Rarely or never providing support.
1.1.6	Strategic assignment₂	At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal uses staff placement to support instruction by:	Principal uses staff placement to support instruction by:	Principal does not use staff placement to support instruction by:

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
	Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; Strategically assigning support staff to teachers and classes as necessary to support student achievement.	Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.	
1.1.7	Addressing teachers who are in need of improvement or ineffective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Staying in frequent communication with teachers on remediation plans to ensure necessary support; Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	Principal addresses teachers in need of improvement or ineffective by: Developing remediation plans with teachers rated as ineffective or in need of improvement; Monitoring the success of remediation plans; Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal addresses teachers in need of improvement or ineffective by: Occasionally monitoring the success of remediation plans; Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal does not address teachers in need of improvement or ineffective by: Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; Rarely or never monitoring the success of remediation plans; Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.2 Instructional Leadership					
1.2.1	Mission and vision	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Defining long, medium, and short-term application of the vision and/or mission; Monitoring and measuring progress toward the school's vision and/or mission; Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	Principal supports a school-wide instructional vision and/or mission by: Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); Defining specific instructional and behavioral actions linked to the school's vision and/or mission; Ensuring all key decisions are aligned to the vision and/or mission; Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	Principal supports a school-wide instructional vision and/or mission by: Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); Making significant key decisions without alignment to the vision and/or mission; Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	Principal does not support a school-wide instructional vision and/or mission by: Failing to adopt a school-wide instructional vision and/or mission; Defining a school-wide instructional vision and/or mission that is not applied to decisions; Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	Classroom observations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; Monitoring the impact of feedback provided to teachers.	Principal uses classroom observations to support student academic achievement by: Visiting all teachers frequently (announced and unannounced) to observe instruction; Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	Principal uses classroom observations to support student academic achievement by: Occasionally visiting teachers to observe instruction; Occasionally analyzing student performance data to drive instruction evaluate instructional quality; Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	Principal uses classroom observations to support student academic achievement by: Rarely or never visiting teachers to observe instruction; Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.

1.2.3	Teacher collaboration	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring collaborative efforts to ensure a constant focus on student learning; Tracking best collaborative practices to solve specific challenges; Holding collaborating teams accountable for their results.	Principal supports teacher collaboration by: Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; Aligning teacher collaborative efforts to the school's vision/mission.	Principal supports teacher collaboration by: Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; Supporting and encouraging teamwork and collaboration in a limited number of ways; Occasionally aligning teacher collaborative efforts to instructional practices.	Principal does not support teacher collaboration by: Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; Rarely or never aligning teacher collaborative efforts to instructional practices.
1.2.4	Instructional time	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	Principal supports instructional time by: Removing all sources of distractions of instructional time; Promoting the sanctity of instructional time; Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	Principal supports instructional time by: Removing major sources of distractions of instructional time; Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; Occasionally allowing unnecessary non- instructional events and activities to interrupt instructional time.	Principal does not support instructional time by: Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; Rarely or never promoting the sanctity of instructional time; Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions 50%

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a school wide *culture of achievement* aligned to the school's vision of success for every student.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.1 Personal Behavior					
2.1.1	Professionalism	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	Principal displays professionalism by: Modeling professional, ethical, and respectful behavior at all times; Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	Principal supports professionalism by: Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	Principal does not support professionalism by: Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; Monitoring use of time to identify areas that are not effectively utilized;	Principal manages time effectively by: Establishing yearly, monthly, weekly, and daily priorities and objectives; Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	Principal manages time effectively by: Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; Occasionally prioritizes activities unrelated to student achievement.	Principal manages time effectively by: Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement;
2.1.3	Using feedback to improve student performance	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; Identifying the most efficient means through which feedback can be generated. Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	Principal uses feedback to improve student performance by: Actively soliciting feedback and help from all key stakeholders; Acting upon feedback to shape strategic priorities to be aligned to student achievement.	Principal uses feedback to improve student performance by: Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Principal does not use feedback to improve student performance by: Regularly avoiding or devaluing feedback; Rarely or never applying feedback to shape priorities.

2.1.4	Initiative and persistence	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: Exceeding typical expectations to accomplish ambitious goals; Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.</p>	<p>Principal displays initiative and persistence by: Consistently achieving expected goals; Taking on voluntary responsibilities that contribute to school success; Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</p>	<p>Principal displays initiative and persistence by: Achieving most, but not all expected goals; Occasionally taking on additional, voluntary responsibilities that contribute to school success; Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</p>	<p>Principal does not display initiative and persistence by: Rarely or never achieving expected goals; Rarely or never taking on additional, voluntary responsibilities that contribute to school success; Rarely or never taking risks to support students in achieving results; Never seeking out potential partnerships.</p>
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.2 Building Relationships					
2.2.1	Culture of urgency	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</p>	<p>Principal creates an organizational culture of urgency by: Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; Leading a relentless pursuit of these expectations.</p>	<p>Principal creates an organizational culture of urgency by: Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; Occasionally leading a pursuit of these expectations.</p>	<p>Principal does not create an organizational culture of urgency by: Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; Failing to identify the efforts of students and teachers, thus unable to align these efforts.</p>
2.2.2	Communication	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: To the extent possible, messaging key concepts in real time; Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</p>	<p>Principal skillfully and clearly communicates by: Messaging key concepts, such as the school's goals, needs, plans, success, and failures; Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</p>	<p>Principal skillfully and clearly communicates by: Messaging most, but not all, key concepts; Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; Utilizing a limited number of means and approaches to communication.</p>	<p>Principal does not skillfully and clearly communicate by: Rarely or never messaging key concepts; Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</p>
2.2.3	Forging consensus for change and improvement	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: Guides others through change and addresses resistance to that change; Monitors the success of strategies and revises based on strengths and weaknesses; Creates cultural changes that reflect and support building a consensus for change.</p>	<p>Principal creates a consensus for change and improvement by: Using effective strategies to work toward a consensus for change and improvement; Systematically managing and monitoring change processes; Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>Principal creates a consensus for change and improvement by: Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; Managing change and improvement processes without building systems and allies necessary to support the process; Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</p>	<p>Principal does not create a consensus for change and improvement by: Failing to identify areas in which agreement and/or consensus is necessary; Rarely or never managing or developing a process for change and/or improvement; Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement				

2.3.1	High expectations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; Benchmarking expectations to the performance of the state's highest performing schools; Creating systems and approaches to monitor the level of academic and behavior expectations; Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</p>	<p>Principal creates and supports high academic and behavior expectations by: Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; Empowering students to set high and demanding expectations for themselves; Ensuring that students are consistently learning, respectful, and on task; Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</p>	<p>Principal creates and supports high academic and behavioral expectations by: Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</p>	<p>Principal does not create or support high academic and behavior expectations by: Accepting poor academic performance and/or student behavior; Failing to set high expectations or sets unrealistic or unattainable goals.</p>
2.3.2	Academic rigor	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</p>	<p>Principal establishes academic rigor by: Creating ambitious academic goals and priorities that are accepted as fixed and immovable.</p>	<p>Principal establishes academic rigor by: Creating academic goals that are nearing the rigor required to meet the school's academic goals; Creating academic goals but occasionally deviates from these goals in the face of adversity.</p>	<p>Principal has not established academic rigor by: Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; Consistently sets and abandons ambitious academic goals.</p>
2.3.3	Data usage in teams	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: Data used as basis of decision making is transparent and communicated to all stakeholders; Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</p>	<p>Principal utilizes data by: Orchestrating frequent and timely team collaboration for data analysis; Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</p>	<p>Principal utilizes data by: Occasionally supporting and/or orchestrating team collaboration for data analysis; Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</p>	<p>Principal does not utilize data by: Rarely or never organizing efforts to analyze data; Rarely or never applying data analysis to develop action plans.</p>

Appendix E

Indiana Superintendent Evaluation Process

A JOINT PROJECT BY

**THE INDIANA SCHOOL BOARDS ASSOCIATION
&
THE 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: 100%;" type="text"/>
Date Established	<input style="width: 100%; background-color: #f8d7da;" type="text"/>
Rubric	<input style="width: 100%; background-color: #f8d7da;" type="text"/>
Corporation Accountability Grade	<input style="width: 100%; background-color: #f8d7da;" type="text"/>
Goals / Objectives	<input style="width: 100%; background-color: #f8d7da;" type="text"/>
Total =	<input style="width: 100%;" 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"/>											
												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"/>
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

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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
<p><u>Standard 1: Human Capital Management</u></p> <p>School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.</p>	<p>2.1.1 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6</p>	<p>1.D 2.F 3.B, D 5.D</p>	<p>2.3.a, b 2.4.a, b 3.1.b, c 3.3.a, b</p>	
<p><u>Standard 2: Instructional Leadership</u></p> <p>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.</p>	<p>2.2.1 2.2.2 2.2.3</p>	<p>1.A, B, C, D, E 2.A, B, D, E, F, G, I 3.E 5.E</p>	<p>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</p>	
<p><u>Standard 3: Personal Behavior</u></p> <p>School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.</p>	<p>3.1.1 3.1.2 3.1.3 3.1.4</p>	<p>5.B, D</p>	<p>1.5.a 2.4.c 3.1.c 4.1.a 5.1.a 5.2.a 5.3.a</p>	

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
<p><u>Standard 4: Building Relationships</u></p> <p>School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.</p>	<p>3.2.1 3.2.2 3.2.3</p>	<p>1.A 2.A 4.C, D 6.B</p>	<p>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</p>	
<p><u>Standard 5: Culture of Achievement</u></p> <p>School district leaders develop a districtwide culture of achievement aligned to the district's vision of success for every student.</p>	<p>3.3.1 3.3.2 3.3.3</p>	<p>1.B, C, D, E 2.A, B, E, I 4.B, C, D 5.A, C, E</p>	<p>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</p>	
<p><u>Standard 6: Organizational, Operational, and Resource Management</u></p> <p>School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.</p>		<p>1.B 3.A, B, C 4.A 5.D</p>	<p>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</p>	<p>3c, 4e</p>

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	<p>The superintendent effectively recruits, hires, assigns, and retains school leaders.</p>	<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	<p>The superintendent creates a professional development system for school leaders based on strengths and needs.</p>	<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>	<p>Some effort has been made to provide professional development to meet the needs of individual administrators.</p>	<p>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.</p>	<p>Professional development is typically “one size fits all,” and there is little or no evidence of providing for individual administrator needs.</p>
1.3	<p>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</p>	<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>	<p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.</p>	<p>The superintendent has provided some training to an emerging school leader.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	<p>The superintendent provides evidence of delegation and trust in subordinate leaders.</p>	<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	<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 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	<p>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</p>	<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>	<p>The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.</p>	<p>The superintendent does not utilize data to make decisions.</p>
2.2	<p>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 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>	<p>Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.</p>	<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>	<p>The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.</p>	<p>The superintendent fails to resolve conflicts or forge consensus within the school community.</p>
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	<p>The superintendent communicates with all school members routinely, using a variety of methods.</p>	<p>The superintendent communicates with all school board members periodically.</p>	<p>The superintendent communicates with selected school board members only on an emergency basis.</p>	<p>The superintendent has minimal communication with the school board outside of meetings.</p>
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>	<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.</p>	<p>The superintendent rarely seeks input from the school board and makes decisions unilaterally.</p>
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>	<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)	
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	<p>The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.</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>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	<p>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>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	<p>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>	<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	<p>The superintendent demonstrates personal proficiency in technology implementation and utilization.</p>	<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	<p>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>	<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>	<p>The superintendent does not demonstrate sound, fiscal stewardship.</p>
6.5	The superintendent demonstrates compliance with legal requirements.	<p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>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.</p>	<p>The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.</p>	<p>The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.</p>

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"/>	

References

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Reeves, D. (2011). Reeves' Leadership Performance Matrix. Retrieved May 18, 2012, from The Leadership and Learning Center http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/Docs/HoughtonMifflin_PrincipalRubric.pdf

Appendix F

Certified Staff Support and Intervention

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
- 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
- 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

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, as determined by the school corporation, 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, as determined by the school corporation, 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.