

**Elkhart Community Schools  
Performance Evaluation**

Administrator's Name:

Location:

Position:

Evaluator's Name:

Location:

Position:

Review Period: **2012 – 2013** School Year

**SECTION A. Evaluation of position responsibilities and performance for review period:**

- 1. Annual individual goals for this review period are attached. (Date approved: \_\_\_\_\_)
  
- 2. Annual building goal for this review period is attached. (Dates approved: \_\_\_\_\_).

Identify goals established at beginning of review period.				
<b>1. <u>Individual Goal:</u></b>  <b>Action:</b>  <b>Evidence:</b>				

<p>2. <b><u>Individual Goal:</u></b></p> <p><b>Action:</b></p> <p><b>Evidence:</b></p>				
<p>3. <b><u>Building Goal:</u></b></p> <p><b>Action:</b></p> <p><b>Evidence:</b></p>				

SECTION B. Effectiveness Rubric - Evaluation of professional skills. (Please refer to the attached rubric for clarification of each category.)

	4 pts Highly Effective	3 pts Effective	2 pts Improvement Necessary	1 pt Ineffective
<b>1.1</b> The educational leader effectively, hires, assigns, and retains school leaders.				
<b>1.2</b> The educational leader creates a professional development opportunities for teachers based on proficiencies and needs.				
<b>1.3</b> The building leader identifies emerging instructional leaders to assume key leadership responsibilities.				
<b>1.4</b> The principal provides evidence of delegation and trust in subordinate leaders.				
<b>1.5</b> The educational leader addresses teachers who are in need of improvement or ineffective.				
<b>2.1</b> The principal provides formal and informal feedback to teachers with the exclusive purpose of improving individual and organizational performance.				

<b>2.2</b> The educational leader uses classroom observations to support student academic achievement.				
<b>2.3</b> The educational leader supports teacher collaboration.				
<b>2.4</b> The Principal supports instructional time.				
<b>2.5</b> The educational leader demonstrates the use of student achievement data to make instructional leadership decisions.				
<b>2.6</b> The principal actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.				
<b>3.1</b> The building leader models professional, ethical, and respectful behavior at all times and expects the same behavior from others.				
<b>3.2</b> The principal organizes time and projects for effective leadership.				
<b>3.3</b> The educational leader displays initiative and persistence.				
<b>4.1</b> The educational leader demonstrates effective communication with parents and community.				
<b>4.2</b> The building leader forges consensus for improvement throughout their school building.				
<b>4.3</b> The educational leader keeps the superintendent informed on issues, needs, and the overall operations of the school building.				
<b>4.4</b> The educational leader collaborates with other building leaders.				
<b>5.1</b> The educational leader empowers teachers to set high and demanding academic and behavior expectations for every student.				
<b>5.2</b> The educational leader creates an educational culture of urgency by aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations.				
<b>5.3</b> The educational leader ensures that all students have full and equitable access to educational programs, curricula, and available supports.				
<b>6.1</b> The principal oversees the use of practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services.				
<b>6.2</b> The principal provides responsible fiscal stewardship.				
<b>6.3</b> The principal provides responsible state testing stewardship.				
<b>6.4</b> The principal demonstrates compliance with federal, state and local legal requirements.				



**Effectiveness Rubric 45%:** This score is obtained from the evaluation rating from the principal evaluation rubric. The process for determining this is outlined in the rubric itself.

Effectiveness Rubric	Category	Points
45%	<b>Highly Effective</b>	<b>4</b>
	<b>Effective</b>	<b>3</b>
	<b>Improvement Necessary</b>	<b>2</b>
	<b>Ineffective</b>	<b>1</b>

**Effectiveness Score** \_\_\_\_\_ (Average score from the effectiveness rubric)

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**Building Goal 10%:** The guidelines for the building goal are as follows:

1. Must be collaboratively set by the principal and the superintendent
2. Must be measurable
3. Must be school-based

Building Goal	Category	Points
<b>Exceeds the Goal</b>	<b>Highly Effective</b>	<b>4</b>
<b>Meets the Goal</b>	<b>Effective</b>	<b>3</b>
<b>Progress toward the Goal</b>	<b>Improvement Necessary</b>	<b>2</b>
<b>No progress</b>	<b>Ineffective</b>	<b>1</b>

**Building Goal Score** \_\_\_\_\_

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**Individual Goal 45%:** The guidelines for the individual goals are as follows:

1. Must be collaboratively set by the principal and the superintendent
2. Must present evidence and actions to demonstrate effectiveness
3. Must represent a minimum of two goals
4. May be school based
5. Can be reflective of personal growth or achievement

Individual Goals	Category	Points
<b>Exceeds all Goals</b>	<b>Highly Effective</b>	<b>4</b>
<b>Meets all Goals</b>	<b>Effective</b>	<b>3</b>
<b>Progress toward meeting all Goals</b>	<b>Improvement Necessary</b>	<b>2</b>
<b>No progress</b>	<b>Ineffective</b>	<b>1</b>

**Individual Goal Score** \_\_\_\_\_

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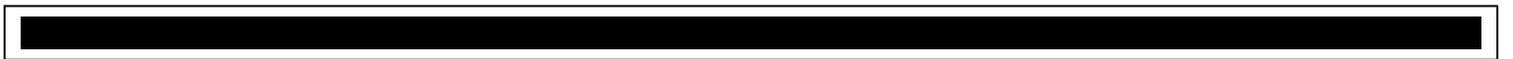
Computing the Score:

Example:

	Raw Score	x	Weight	=	Score
Rubric Rating	3		0.45		1.35
Building Goal	4		0.10		.4
Individual Goals	4		0.45		1.8
			Comprehensive Effectiveness Rating		3.55

Score:

	Raw Score	x	Weight	=	Score
Rubric Rating					
Building Goal					
Individual Goals					
			Comprehensive Effectiveness Rating		



Scale:

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

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

Overall Performance Rating and Point Total Assigned:

Total Point Rating: \_\_\_\_\_

Summative with contract recommendation:

## ECS Principal Evaluation Rubric

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Human Capital Manager</b>					
1.1	<b>The educational leader effectively recruits, recommends for employment, assigns, and retains teachers and other essential staff.</b>	<p>At Level 4, the educational leader fulfills the criteria for Level 3 and additionally:</p> <p>Monitors the effectiveness of their approach used to recruit and hire teachers;</p> <p>Aligning personnel decisions with the vision and mission of the school;</p> <p>Retains staff</p>	<p>The educational leader recruits, recommends for employment, and supports teachers by:</p> <p>Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions.</p>	<p>The educational leader recruits, recommends for employment, and supports teachers by:</p> <p>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.</p>	<p>Rarely or never using teacher effectiveness as a factor in recruiting, recommending for employment, or assigning decisions;</p>
1.2	<b>The educational leader creates professional development opportunities for teachers based on proficiencies and needs.</b>	<p>At Level 4, the educational leader fulfills the criteria for Level 3 and additionally:</p> <p>Monitoring the impact of implemented learning opportunities on student achievement;</p> <p>Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</p>	<p>The educational leader orchestrates professional learning opportunities by:</p> <p>Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</p> <p>Providing differentiated learning opportunities to teachers based on evaluation results.</p>	<p>The educational leader orchestrates aligned professional learning opportunities tuned to staff needs by:</p> <p>Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</p>	<p>The educational leader does not orchestrate aligned professional learning opportunities tuned to staff needs by:</p> <p>Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</p> <p>Failing to provide professional learning opportunities based on evaluation results.</p>
1.3	<b>The building leader identifies emerging instructional leaders to assume key leadership responsibilities.</b>	<p>The building leader has identified and mentored multiple teachers who have assumed instructional leadership responsibilities with positive results.</p>	<p>The building leader has identified and mentored at least one emerging teacher to assume instructional leadership responsibilities with positive results.</p>	<p>The building leader has provided some guidance to an emerging teacher who has the potential to independently assume a leadership role.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the principal's direction are unable or unwilling to assume added responsibilities.</p>

1.4	<b>The principal provides evidence of delegation and trust in subordinate leaders.</b>	<p>Employees throughout the building are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school building contributes directly to the identification and empowerment of the next generation of leadership.</p>	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school building.	The principal sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The principal does not afford subordinates the opportunity or support to develop or to exercise independent judgment.
1.5	<b>The educational leader addresses teachers who are in need of improvement or ineffective.</b>	<p>At Level 4, the educational leader fulfills the criteria for Level 3 and additionally:</p> <p>Staying in frequent communication with teachers on remediation plans to ensure necessary support;</p> <p>Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</p>	<p>The educational leader addresses teachers in need of improvement or ineffective by:</p> <p>Developing remediation plans with teachers rated as ineffective or in need of improvement;</p> <p>Monitoring the success of remediation plans;</p> <p>Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</p>	<p>The educational leader addresses teachers in need of improvement or ineffective by:</p> <p>Occasionally monitoring the success of remediation plans;</p> <p>Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</p>	<p>The educational leader does not address teachers in need of improvement or ineffective by:</p> <p>Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;</p> <p>Rarely or never monitoring the success of remediation plans;</p> <p>Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Instructional Leadership</b>					
2.1	<b>The principal provides formal and informal feedback to teachers with the exclusive purpose of improving individual and organizational performance.</b>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance.</p>	<p>Principal prioritizes and applies teacher evaluations by:</p> <p>Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building.</p>	<p>Principal prioritizes and applies teacher evaluations by:</p> <p>Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building.</p>	<p>Principal does not prioritize and apply teacher evaluations by:</p> <p>Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</p> <p>Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.</p>
2.2	<b>The educational leader uses classroom observations to support student academic achievement.</b>	<p>At Level 4, the educational leader fulfills the criteria for Level 3 and additionally:</p> <p>Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality.</p>	<p>The educational leader uses classroom observations to support student academic achievement by:</p> <p>Visiting all teachers frequently (announced and unannounced) to observe instruction;</p> <p>Providing prompt and actionable feedback to teachers aimed at improving student outcomes.</p>	<p>The educational leader occasionally uses classroom observations to support student academic achievement and:</p> <p>Providing inconsistent or ineffective feedback to teachers and/or feedback that is not aimed at improving student outcomes.</p>	<p>The educational leader rarely uses classroom observations to support student academic and:</p> <p>Rarely or never visiting teachers to observe instruction;</p> <p>Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</p>
2.3	<b>The educational leader supports teacher collaboration.</b>	<p>At Level 4, the educational leader fulfills the criteria for Level 3 and additionally:</p> <p>Monitoring collaborative efforts to ensure a constant focus on student learning;</p> <p>Tracking best collaborative</p>	<p>The educational leader supports teacher collaboration by:</p> <p>Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as Data Teams and Learning Logs;</p>	<p>The educational leader supports teacher collaboration by:</p> <p>Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;</p>	<p>The educational leader does not support teacher collaboration by:</p> <p>Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;</p>

		<p>practices to solve specific challenges;</p> <p>Holding collaborating teams accountable for their results.</p>	<p>Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;</p> <p>Aligning teacher collaborative efforts to the school's vision/mission.</p>	<p>Supporting and encouraging teamwork and collaboration in a limited number of ways;</p>	<p>Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback.</p>
<b>2.4</b>	<b>The principal supports Instructional time</b>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <p>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</p>	<p>Principal supports instructional time by:</p> <p>Removing all sources of distractions of instructional time;</p> <p>Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</p>	<p>Principal supports instructional time by:</p> <p>Removing major sources of distractions of instructional time.</p>	<p>Principal does not support instructional time by:</p> <p>Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc.</p>
<b>2.5</b>	<b>The educational leader demonstrates the use of student achievement data to make instructional leadership decisions.</b>	<p>The educational leader can specifically document multiple examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The educational leader has coached staff to improve their data analysis skills.</p>	<p>The educational leader uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The principal systematically examines data at the classroom level to find strengths and challenges.</p>	<p>The educational leader is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The educational leader is unaware of or indifferent to the data</p>
<b>2.6</b>	<b>The educational leader actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b>	<p>The educational leader is very open and seeks support in identifying the attitudes towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The educational leader regularly surveys staff and other school community groups in this area regarding their views.</p>	<p>The educational leader frequently seeks input from various stakeholders in matters related to the improvement in student achievement.</p>	<p>The educational leader rarely seeks and solicits feedback in matters related to the improvement in student achievement.</p>	<p>The educational leader is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3.0 Personal Behavior –</b>					
3.1	<b>The building leader models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b>	The building leader is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the building leader displays appropriate and professional responses to members of the school community.	Occasionally the building leader does not responded to school community members with acceptable levels of professionalism.	The building leader often does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2	<b>The principal organizes time and projects for effective leadership.</b>	<p>Personal organization allows the principal to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the principal.</p> <p>The impact of change is documented.</p>	Projects are managed using lists of milestones and deadlines, but are infrequently updated.	Project management is haphazard or absent.
3.3	<b>The educational leader displays initiative and persistence.</b>	<p>At Level 4, The educational leader fulfills the criteria for Level 3 and additionally:</p> <p>Taking risks to support students in achieving results by identifying and frequently attempting to remove the school’s most significant obstacles to student achievement;</p> <p>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>The educational leader displays initiative and persistence by:</p> <p>Consistently achieving expected goals;</p> <p>Taking on voluntary responsibilities that contribute to school success;</p> <p>Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</p>	<p>The educational leader displays initiative and persistence by:</p> <p>Achieving most, but not all expected goals;</p> <p>Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</p>	<p>The educational leader does not display initiative and persistence by:</p> <p>Rarely or never achieving expected goals;</p> <p>Rarely or never taking risks to support students in achieving results;</p> <p>Never seeking out potential partnerships.</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>4.0 Relationships</b>					
4.1	<b>The educational leader demonstrates effective communication with parents and community.</b>	<p>The educational leader seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p> <p>The educational leader actively and effectively develops community trust in the school through individual parent contact, media outlets, events, and other approaches.</p> <p>*Survey data suggests that parents feel empowered and supportive of educational objectives.</p>	There is clear evidence of parent-centered communication, including focus groups, surveys, personal visits, and effective use of technology.	The educational leader occasionally communicates with parents.	The educational leader rarely communicates with parents.
4.2	<b>The educational leader forges consensus for improvement throughout their school building.</b>	<p>The educational leader uses effective strategies to achieve a consensus for improvement.</p> <p>Guides others through improvement strategies and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>	<p>The educational leader uses effective strategies to work toward a consensus for improvement.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	The educational leader occasionally identifies areas where consensus is necessary.	The educational leader fails to forge consensus for change.
4.3	<b>The building leader keeps the superintendent informed on issues, needs, and the overall operations of the school building.</b>	The building leader proactively communicates with all central office staff and the superintendent routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.	The building leader communicates with all central office staff as necessary.	The building leader occasionally communicates with selected central office staff.	The building leader has little communication with the central office.

4.4	<b>The education leader collaborates with other building leaders.</b>	<p>The educational leader regularly seeks out best practice strategies from a variety of sources including other ECS building leaders.</p> <p>The educational leader offers best practice strategies and often shares share best practice strategies with other ECS building leaders during district leadership meetings.</p> <p>The educational leader collaborates with other ECS building leaders outside of district meetings on a regular basis.</p>	The educational leader routinely collaborates with other ECS building leaders.	The educational leader occasionally collaborates with other building leaders.	The educational leader never collaborates with other building leaders.
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	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>5.0 Culture of Achievement – The educational leader develops a building-wide culture of achievement aligned to the school corporation’s vision of success for every student.</b>					
5.1	<b>The educational leader empowers teachers to set high and demanding academic and behavior expectations for every student.</b>	<p>The educational leader guides teachers in a comprehensive analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze a school’s strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and teachers 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 educational leader guides the teachers in analysis of school performance data.</p> <p>The educational leader holds teachers accountable for performance data.</p> <p>Data sources are utilized to analyze the school’s strengths and weaknesses and a collaborative process is used to develop measurable goals.</p>	<p>The educational leader supports time for teachers to utilize data sources to analyze the school’s strengths and weaknesses.</p>	<p>Limited data is available and a lack of goal-setting is evident throughout the building.</p>
5.2	<b>The educational leader creates an educational culture of urgency by aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations.</b>	<p>At Level 4, an educational leader fulfills the criteria for Level 3 and additionally:</p> <p>Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</p> <p>Leading a relentless pursuit of these expectations.</p>	<p>The educational leader creates an educational culture of urgency by:</p> <p>Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</p>	<p>The educational leader creates an organizational culture of urgency.</p> <p>Occasionally leading a pursuit of agreed upon academic and behavioral expectations.</p>	<p>The educational leader does not create an organizational culture of urgency.</p> <p>Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations.</p>
5.3	<b>The educational leader ensures that all students have full and equitable access to educational programs, curricula, and available supports.</b>	<p>The educational leader establishes clear expectations and provides resources that enable teachers to identify each student’s academic, social, emotional, and behavioral needs.</p>	<p>The educational leader establishes clear expectations and provides resources that enable teachers to identify a majority of students’ academic, social, emotional, and behavioral needs.</p>	<p>The educational leader establishes general expectations and resources are limited to students who are struggling academically or behaviorally.</p>	<p>The educational leader does not set expectations and resources are not allocated on the basis of any identified needs of students.</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>6.0 Organizational, Operational, and Resource Management –</b>					
6.1	<b>The building leader oversees the use of practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</b>	<p>At Level 4, an educational leader fulfills the criteria for Level 3 and additionally:</p> <p>Staff members have a working knowledge of procedures.</p> <p>The educational leader 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>The educational leader ensures there are procedures in place to address the safety of students and staff in the event of an emergency.</p> <p>The educational leader consistently discusses safety procedures in staff meetings and emails.</p>	<p>The educational leader attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The educational leader has limited or no procedures in place to address the safety of students and staff in the event of an emergency.</p>
6.2	<b>The building leader provides responsible fiscal stewardship.</b>	<p>The building leader regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>The building leader has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>The building leader leverages knowledge of the budget and funding sources to maximize all available dollars to achieve strategic priorities.</p>	<p>The building leader lacks proficiency in using budget to focus resources on strategic priorities.</p>	<p>The building leader has little proficiency in sound budgetary practices.</p>
6.3	<b>The principal provides responsible state testing stewardship.</b>		<p>The principal consistently leverages knowledge of testing procedures to maximize student participation and overall building testing success.</p> <p>All staff are properly trained on test procedures.</p>	<p>The principal does not consistently leverage knowledge of testing procedures to maximize student participation.</p>	<p>The principal has little proficiency in sound testing practices.</p>
6.4	<b>The principal demonstrates compliance with legal requirements.</b>	<p>The principal demonstrates an understanding of the legal standards and policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>The principal consistently demonstrates an understanding of the legal standards and policy requirements of the school corporation and adheres to those standards and requirements.</p>	<p>The principal does not consistently demonstrate an understanding of the legal standards and policy requirements of the school corporation and adheres to those standards and requirements.</p>	<p>The principal is not respectful of legal standards and/or policy requirements.</p>

## ***SUPERINTENDENT***

***Evaluation Metrics:***

***Leadership Outcomes (Rubric Score) – 50%***

***Corporation Accountability A-F Grade – 5%***

***Superintendent Goals and Objectives – 45%***

**Leadership Outcomes 45%:**

This score is obtained from the evaluation rating from the superintendent evaluation rubric. The process for determining this is outlined in the rubric itself.

Effectiveness Rubric	Category	Points
<b>45%</b>	<b>Highly Effective</b>	<b>4</b>
	<b>Effective</b>	<b>3</b>
	<b>Improvement Necessary</b>	<b>2</b>
	<b>Ineffective</b>	<b>1</b>

**Effectiveness Score** \_\_\_\_\_ (Average score from the effectiveness rubric)

**Corporation Accountability Grade 5%:**

Grade	Category	Points
<b>A</b>	<b>Highly Effective</b>	<b>4</b>
<b>B</b>	<b>Effective</b>	<b>3</b>
<b>C</b>	<b>Improvement Necessary</b>	<b>2</b>
<b>D or F</b>	<b>Ineffective</b>	<b>1</b>

**Corporation Grade Score** \_\_\_\_\_

**Superintendent Goals 45%: The guidelines for the individual goals are as follows:**

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

Individual Goals	Category	Points
<b>Exceeds all Goals</b>	<b>Highly Effective</b>	<b>4</b>
<b>Meets all Goals</b>	<b>Effective</b>	<b>3</b>
<b>Progress toward meeting all Goals</b>	<b>Improvement Necessary</b>	<b>2</b>
<b>No progress</b>	<b>Ineffective</b>	<b>1</b>

**Individual Goal Score** \_\_\_\_\_

Computing the Score:

Example:

	Raw Score	x	Weight	=	Score
Rubric Rating	3		0.50		1.50
Corp. Grade	4		0.05		.2
Sup't. Goals	3		0.45		1.35
			Comprehensive Effectiveness Rating		3.05

Scale:

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

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School Board President

\_\_\_\_\_  
Date

Overall Performance Rating and Point Total Assigned:

Total Point Rating: \_\_\_\_\_

## Indiana Superintendent Evaluation Rubric

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.</b>					
1.1	<b>The superintendent effectively recruits, hires, assigns, and retains school leaders.</b>	<p>The superintendent consistently considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent consistently considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator’s effectiveness when recruiting, hiring, assigning, or retaining the leader</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	<b>The superintendent creates a professional development system for school leaders based on proficiencies and needs.</b>	<p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual administrator needs.</p>

	<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>1.3</b>	<b>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</b>	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.	The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.	There is no evidence of effort to develop any leadership skills in others.  Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.
<b>1.4</b>	<b>The superintendent provides evidence of delegation and trust in subordinate leaders.</b>	<p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business</p>	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5	<b>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</b>	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p>	<p>The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.</p>	<p>The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.</p>	<p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>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.</b>					
2.1	<b>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</b>	<p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The superintendent is unaware of or indifferent to the data</p>

	<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>2.2</b>	<b>The superintendent demonstrates evidence of student improvement through student achievement results.</b>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>
<b>2.3</b>	<b>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b>	<p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>	<p>The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.</p>	<p>The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.</p>	<p>The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.</b>					
3.1	<b>The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b>	The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2	<b>The superintendent organizes time and projects for effective leadership.</b>	Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.  The superintendent applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the superintendent.  Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated.  The impact of changes is rarely documented.	Project management is haphazard or absent.  There is little or no evidence of lists of milestones and deadlines.

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

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

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>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.</b>					
5.1	<b>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</b>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>
5.2	<b>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>	<p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the</p>

	<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>5.3</b>	<b>The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.</b>	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
<b>5.4</b>	<b>The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.</b>	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	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>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.</b>					
6.1	<b>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.</b>	<p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporation, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>	<p>The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.</p>	<p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the superintendent or based on what is popular.</p>
6.2	<b>The superintendent demonstrates personal proficiency in technology implementation and utilization.</b>	<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 personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p>	<p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>	<p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>

	<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
6.3	<b>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).</b>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Staff members have a working knowledge of procedures.</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>Monitoring steps are in place to measure operation efficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Periodic review of these procedures is in place.</p> <p>The superintendent 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>The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.</p>
6.4	<b>The superintendent provides responsible fiscal stewardship.</b>	<p>The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>Results indicate 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 leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p>	<p>The superintendent lacks proficiency in using budget to focus resources on strategic priorities.</p>	<p>The superintendent has little proficiency in sound budgetary practices.</p>
6.5	<b>The superintendent demonstrates compliance with legal requirements.</b>	<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 adheres to those standards and requirements.</p>	<p>The superintendent is not respectful of legal standards and/or board policy requirements.</p>	<p>The superintendent is unaware of the legal standards and board policy requirements.</p>

Elkhart Community Schools

\_\_\_\_\_  
Certified Employee

\_\_\_\_\_  
Location

\_\_\_\_\_  
School Year

**MID-YEAR EVALUATION FORM**

**CERTIFIED CLASSROOM EMPLOYEE**

(To be used for write-up of evaluation due prior to January 1)

**This form is to be utilized for the mid-year evaluation of all non-administrative certified employees of the Elkhart Community Schools. Items selected for evaluation reflect duties as prescribed in the Position Description for CERTIFIED CLASSROOM EMPLOYEE.**

**Marks of 1, 2, and 4 must be supported with narrative and documentation.**

INSTRUCTIONAL LEARNING ENVIRONMENT	1	2	3	4
	UNSATISFACTORY	BELOW STANDARD	MEETS STANDARD	EXCEEDS STANDARD
A. Articulates high expectations				
B. Implements district and building level initiatives				
C. Implements standards based instruction				
D. Makes data driven instructional decisions				
E. Demonstrates research based teaching strategies				
F. Delivers instruction that matches learning needs of all students				
G. Communicates instruction clearly and effectively				
H. Provides accurate, specific, and timely feedback to students				
I. Engages students in the process of data driven decision making				
J. Provides effective classroom management				
K. Creates active learning environments				

**Clarifying Comments:**

**Suggestions for Improvement:**

<b>INSTRUCTIONAL PLANNING AND ORGANIZATION</b>	<b>1</b> <b>UNSATISFACTORY</b>	<b>2</b> <b>BELOW STANDARD</b>	<b>3</b> <b>MEETS STANDARD</b>	<b>4</b> <b>EXCEEDS STANDARD</b>
	A. Demonstrates knowledge of course content and process			
B. Designs standards based instruction as evidenced by daily planning				
C. Balances pacing				
D. Adapts teaching materials to meet the needs of groups and individuals				
E. Integrates technology as an instructional and learning tool				
F. Plans for appropriate direction of paraprofessionals and volunteers				
G. Utilizes community resources to enhance student learning effectively.				
H. Provides substitutes with required materials				
I. Designs and utilizes formative and summative assessments				
J. Displays data publicly				
K. Participates actively in collaborative planning				
L. Adheres to a daily schedule and communicates changes to affected educators				

**Clarifying Comments:**

**Suggestions for Improvement:**

**PROFESSIONAL RESPONSIBILITIES**

	1 UNSATISFACTORY	2 BELOW STANDARD	3 MEETS STANDARD	4 EXCEEDS STANDARD
A. Complies with all rules, regulations and directions				
B. Adheres to the Elkhart Community Schools' policy for maintaining confidentiality				
C. Implements district security initiatives				
D. Administers all assessments, ethically, properly, and accurately				
E. Assures implementation of IEP's, ILP's, 504's etc.				
F. Completes student records as required by district policy				
G. Meets deadlines for submitting reports and records				
H. Exhibits a pattern of regular and timely attendance				
I. Attends and constructively contributes to meetings				
J. Develops and maintains effective collaborative professional relationships				
K. Reviews student data with all appropriate personnel				
L. Encourages respect for rights, opinions, property, and contributions of others.				
M. Participates in professional growth activities				
N. Demonstrates yearly professional growth				
O. Responds to and initiates consultations with parents and staff				
P. Prepares for and participates in parent-teacher conferences				
Q. Carries out all assigned supervision duties				
R. Accepts a share of responsibility for school sponsored activities				
S. Maintains a personal appearance in keeping with The nature of the assignment of the staff member				
T. Reports unsafe conditions				
U. Exercises prudence in protecting students from injury or abuse				

**Clarifying Comments:**

**Suggestions for Improvement:**

**Employee has made satisfactory progress toward reaching stated position objectives for the current year, as established during the initial conference. Yes**  **No**

(Attach Position Objective Form)

**Clarifying Comments:**

**Overall Summary of Performance:**

**This evaluation was discussed with the certified employee. The certified employee was given a copy of this evaluation.**

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date given to certified employee

**I attest that I have read this evaluation form, have received a copy and have had an opportunity to discuss it with the evaluator.**

\_\_\_\_\_  
Certified Employee

\_\_\_\_\_  
Date received from Administrator

\_\_\_\_\_  
Date received in Personnel:

**Elkhart Community Schools**  
**CERTIFIED EMPLOYEE OBSERVATION FORM**  
 (to be used for write-up of each formal observation)

Observation #

Certified Employee

Class Period

School

Class Observed

Number in Class

Date of Observation

Marks of 1 and 2 must be supported by narrative with suggestions for improvement. Marks of 4 must have supported written narrative.

**INSTRUCTIONAL LEARNING ENVIRONMENT**

**CLASSROOM MANAGEMENT:**

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Does not provide effective classroom management that includes teaching routines and procedures to maintain a safe and orderly learning environment.	At times provides effective classroom management that includes teaching routines and procedures to maintain a safe and orderly learning environment.	Provides effective classroom management that includes teaching routines and procedures to maintain a safe and orderly learning environment.	Is extremely skillful in providing classroom management that includes teaching routines and procedures to maintain a safe and orderly learning environment.

**Comments:**

**COMMUNICATION:**

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Does not communicate instruction clearly and effectively. Rarely provides accurate, specific, and timely feedback to students.	At times communicates instruction clearly. On occasion provides accurate, specific, and timely feedback to students.	Communicates instruction clearly and effectively. Regularly provides accurate, specific, and timely feedback to students.	Is extremely skillful in communicating clearly & effectively. Consistently provides accurate, specific, and timely feedback to students.

**Comments:**

**STANDARDS:**

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Does not implement standards based instruction and/or does not demonstrate use of research based effective teaching strategies.	At times implements standards based instruction and/or at times demonstrates use of research based effective teaching strategies.	Consistently implements standards based instruction and demonstrates use of research based effective teaching strategies.	Consistently implements cross-curricular standards based instruction and demonstrates mastery implementation of research based effective strategies.

**Comments:**

**EXPECTATIONS:**

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Has low or unrealistic expectations for student learning, achievement, and behavior	Has limited expectations for student learning, achievement, and behavior.	Holds and articulates high expectations for student learning, achievement, and behavior.	Expectations are transferred to the student for ownership and accountability.

**Comments:**

**DISTRICT AND BUILDING INITIATIVES:**

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Rarely implements building and district initiatives.	At times implements building and district initiatives.	Consistently implements all building & district initiatives.	Assumes a leadership role and consistently implements all building and district initiative.

**Comments:**

**INSTRUCTIONAL DECISION MAKING:**

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
No data is used to make instructional decisions.	Inconsistent or inaccurate use of data to make instructional decisions.	Makes data-driven instructional decisions that allows for the learning needs of all students.	Extremely skilled at making data-driven instructional decisions that allow for the learning needs of all students.

**Comments:**

## INSTRUCTIONAL PLANNING AND ORGANIZATION

### ***SAFETY:***

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Lacks awareness of potentially unsafe conditions.	Inconsistently maintains a safe and orderly environment for students.	Establishes and maintains a safe and orderly environment for students.	Demonstrates leadership in identifying, establishing and maintaining a safe and orderly school environment.

**Comments:**

### ***PLANNING:***

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
No evidence of lesson planning.	Some lesson planning evident, but plans lack attention to individual student needs.	Maintains proper pacing and designs standards based instruction as evidenced by daily planning that recognizes individual student needs.	Planning and pacing exemplifies differentiated, standards based instruction that addresses individual needs of all students.

**Comments:**

### ***ADAPTATION & UTILIZATION OF MATERIALS:***

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Rarely adapts and utilizes teaching materials including: technology, lessons, and instructional strategies to meet the needs of groups and individuals.	Ineffectively utilizes teaching materials including: technology, lessons, and instructional strategies to meet the needs of groups and individuals.	Adapts and utilizes teaching materials including: technology, lessons, and instructional strategies to meet the needs of groups and individuals.	Demonstrates mastery and/or leadership in mentoring others to adapt and utilize teaching materials.

**Comments:**

### ***MANAGING RESOURCES:***

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Rarely utilizes and/or manages resources ie paraprofessionals, volunteers, community resources, and lesson plans for substitutes.	Occasionally utilizes and/or ineffectively manages resources ie paraprofessionals, volunteers, community resources, and lesson plans for substitutes.	Consistently utilizes and/or manages resources ie. paraprofessionals, volunteers, community resources, and lesson plans for substitutes.	Consistently seeks out and effectively utilizes resources to enrich the curriculum ie paraprofessionals, volunteers, community resources, and lesson plans for substitutes.

**Comments:**

**CONTENT KNOWLEDGE:**

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Demonstrates a lack of knowledge of course content and process.	Demonstrates a basic knowledge of course content and process.	Demonstrates proficient knowledge of course content and process.	Demonstrates mastery of the principles, concepts, and skills related to his or her content/teaching assignments.

**Comments:**

**ASSESSMENT:**

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Rarely designs or utilizes formative and summative assessments and/or assessments do not align with instruction.	Inconsistently designs or utilizes formative and summative assessments that align with instruction.	Designs and utilizes formative and summative assessments that align with instruction.	Designs and utilizes multiple formats of formative and summative assessments that align with instruction.

**Comments:**

**DATA:**

1 UNSATISFACTORY	2 NEEDS IMPROVEMENT	3 MEETS STANDARD	4 EXCEEDS STANDARD
Rarely displays data and engages students in the process of data-driven decision making.	Displays data, but there is little evidence of student involvement in the process of data-driven decision making.	Displays data and engages students in the process of data-driven decision making.	Data displayed in a manner that reflects evidence of meaningful student involvement in data-driven decision making.

**Comments:**

**This observation was discussed with the certified employee. The certified employee was given a copy of this observation.**

\_\_\_\_\_  
 Administrator

\_\_\_\_\_  
 Date given to certified employee

**I attest that I have read this observation form, have received a copy and have had an opportunity to discuss it with the evaluator.**

\_\_\_\_\_  
 Certified Employee

\_\_\_\_\_  
 Date received from Administrator

\_\_\_\_\_  
 Date received in Personnel:

**FINAL EVALUATION FORM**

**CERTIFIED CLASSROOM EMPLOYEE**

**This form is to be utilized for the final evaluation of all non-administrative certified employees of the Elkhart Community Schools. Items selected for evaluation reflect duties as prescribed in the Position Description for CERTIFIED CLASSROOM EMPLOYEE.**

**Marks of 1, 2, and 4 must be supported with narrative and documentation.**

<b>INSTRUCTIONAL LEARNING ENVIRONMENT</b>	<b>1 UNSATISFACTORY</b>	<b>2 BELOW STANDARD</b>	<b>3 MEETS STANDARD</b>	<b>4 EXCEEDS STANDARD</b>
A. Articulates high expectations				
B. Implements district and building level initiatives				
C. Implements standards based instruction				
D. Makes data driven instructional decisions				
E. Instruction demonstrates research based teaching strategies				
F. Delivers instruction that matches learning needs of all students				
G. Communicates instruction clearly and effectively				
H. Provides accurate, specific, and timely feedback to students				
I. Engages students in the process of data driven decision making				
J. Provides effective classroom management				
K. Creates active learning environments				

**Clarifying Comments:**

**Suggestions for Improvement:**

<b>INSTRUCTIONAL PLANNING AND ORGANIZATION</b>	<b>1</b> <b>UNSATISFACTORY</b>	<b>2</b> <b>BELOW STANDARD</b>	<b>3</b> <b>MEETS STANDARD</b>	<b>4</b> <b>EXCEEDS STANDARD</b>
	A. Demonstrates knowledge of course content and process			
B. Designs standards based instruction as evidenced by daily planning				
C. Balances pacing				
D. Adapts teaching materials to meet the needs of groups and individuals				
E. Integrates technology as an instructional and learning tool				
F. Plans for appropriate direction of paraprofessionals and volunteers				
G. Effectively utilizes community resources to enhance student learning				
H. Provides substitutes with required materials				
I. Designs and utilizes formative and summative assessments				
J. Displays data publicly				
K. Participates actively in collaborative planning				
L. Adheres to a daily schedule and communicates changes to affected educators				

**Clarifying Comments:**

**Suggestions for Improvement:**

<b>MAINTENANCE RESPONSIBILITIES</b>	<b>1</b> UNSATISFACTORY	<b>2</b> BELOW STANDARD	<b>3</b> MEETS STANDARD	<b>4</b> EXCEEDS STANDARD
A. Complies with all rules, regulations and directions				
B. Adheres to the Elkhart Community Schools' policy for maintaining confidentiality				
C. Implements district security initiatives				
D. Administers all assessments, ethically, properly, and accurately				
E. Assures implementation of IEP's, ILP's, 504's etc.				
F. Completes student records as required by district Policy				
G. Meets deadlines for submitting reports and records				
H. Exhibits a pattern of regular and timely attendance				
I. Attends and constructively contributes to meetings				
J. Develops and maintains effective collaborative professional relationships				
K. Reviews student data with all appropriate personnel				
L. Encourages respect for rights, opinions, property, and contributions of others.				
M. Participates in professional growth activities				
N. Demonstrates yearly professional growth				
O. Responds to and initiates consultations with parents and staff				
P. Prepares for and participates in parent-teacher Conferences				
Q. Carries out all assigned supervision duties				
R. Accepts a share of responsibility for school sponsored activities				
S. Maintains a personal appearance in keeping with The nature of the assignment of the staff member				
T. Reports unsafe conditions				
U. Exercises prudence in protecting students from injury or abuse				

**Clarifying Comments:**

**Suggestions for Improvement:**

Employee has made satisfactory progress toward reaching stated position objectives for the current year, as established during the initial conference. Yes  No

(Attach Position Objective Form)

**Clarifying Comments:**

**Overall Summary of Performance:**

**Employment Status:**

- Recommend continued employment (1st year) \_\_\_\_\_
- Recommend semi-permanent status (2nd, 3rd, and 4th year) \_\_\_\_\_
- Recommend permanent status (5th year and beyond) \_\_\_\_\_
- Recommend non-renewal of contract (1st and 2nd year) \_\_\_\_\_
- Recommend cancellation of contract (3rd year and beyond) \_\_\_\_\_

**This evaluation was discussed with the certified employee. The certified employee was given a copy of this evaluation.**

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date given to certified employee

**I attest that I have read this evaluation form, have received a copy and have had an opportunity to discuss it with the evaluator.**

\_\_\_\_\_  
Certified Employee

\_\_\_\_\_  
Date received from Administrator

\_\_\_\_\_  
Date received in Personnel: