



Evaluation Plan Submission Coversheet

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of performance evaluation plans for each school corporation required by [Indiana Code 20-28-11.5](#). The IDOE will not be “approving” plans using this document.

In the chart below, please reference the page number(s) in your document which clearly display compliance with the requirement. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D etc with the page number following. For example: A-23, B-5, etc.

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan. Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

School Corporation Name	Kokomo-Center Township Consolidated School Corporation		
School Corporation Number	3500		
Annual Evaluations			
Requirement	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, etc. Evaluators responsible for certificated employees	A1-A14, B1-B6, C1-C6, D1-D11, E1-2

Objective Measures of Student Achievement and Growth

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Objective measures of student achievement and growth significantly inform all certified employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation Protocol for including objective measures of student achievement and growth	A1, A8, A11-A13
<input type="checkbox"/> Student performance results from statewide assessments evaluations of employees whose primary responsibility is teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data Other Statewide Assessments incorporated into evaluations	A1, A8, A11-A13
<input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	A1, A8, A11-A13
<input type="checkbox"/> Student assessment results from locally developed assessments and other test measures in evaluations of all employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures School-wide learning measures/A-F	A1, A8, A11-A13

Rigorous Measures of Effectiveness

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. <ul style="list-style-type: none"> • Teacher • Other Certificated Staff • Principals • District-Level Certificated Staff Other measures used for evaluations	A1, A6-A10, B1-B6, C1-C6, D1-D11, E1-E2

Designation in Rating Category			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	A8
<input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	A7
<input type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	A8-A13

Evaluation Feedback			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	A6-A7

Evaluators			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees.	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators	A14

<input type="checkbox"/> Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	A14
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training	A14

Feedback and Remediation Plans			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	A6-A8
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	A6-A8
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits will be incorporated into remediation	A6-A8
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	A6-A8

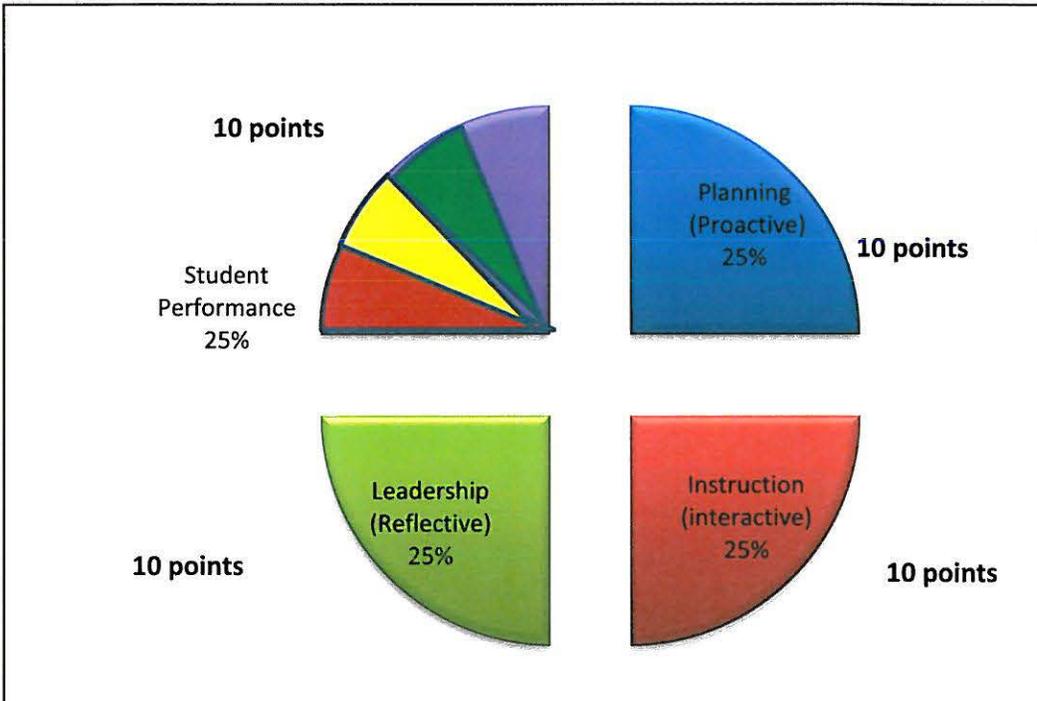
Instruction Delivered by Teachers Rated Ineffective

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	A14
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	Description of how parents will be informed of situation	A14

*Approved by Kokomo Teacher's Association (KTA)
Via a Unanimous Vote on
June 20, 2012*

KEEP

Kokomo Educator Evaluation Process



KOKOMO-CENTER TOWNSHIP COMMUNITY SCHOOL CORPORATION
IN-TASS Teacher Appraisal Plan for the 2012 – 2013 School Year

Vision:

Kokomo Center Schools will be the best school district in the world. We strive to create a better and more peaceful world through education. We make this possible by creating a culture in which learning is valued and honored, and mutual understanding and respect are celebrated!

Mission:

Kokomo-Center Schools' mission is to develop globally minded and compassionate lifelong learners for a changing world. Our touchstones are that every child deserves:

1. A quality education
2. A challenging curriculum
3. An engaging and collaborative environment
4. A "menu" of healthy lifestyle choices
5. A safe and secure learning environment

Purpose of this Process:

Our intention is to support student success by designing an evaluation system that will drive excellence in teaching through collaboration, professional development, accountability, and respect for educators as self-directed learners. Beyond meeting the requirements of the law, this system will be designed to relieve administrative and clerical burden while empowering teachers through the examination of teacher performance variables in relationship to student performance data.

Core Belief Statements:

- Teacher performance is key to student achievement.
- Multiple data points, a variety of information sources, and other quantitatively and qualitatively considerations are required for a valid, comprehensive measure of teacher performance.
- Professional development is a process that involves continuous communication and a willingness to grow and change.
- Administrators and educators must work together for the common goal of student success.

IN-TASS Guiding Principles

- A system that strives for accurate judgments about the teaching and learning process.
- A system that enable valid judgments/assessment of student growth.
- A system that includes multiple measures of student achievement.
- A system that facilitates a productive professional dialogue among all involved.
- A system that creates confidence and support for all stakeholders.
- A system that has procedures incorporated to address anomalies and variance/inconsistencies in implementation and judgments.
- A system that incorporates collegial decision-making.

Components Required by Legislation: The following requirements have been met:

- Each teacher will receive an annual designation of effectiveness which will be reported to the Indiana Department of Education.
- Rigorous measures of teacher effectiveness will be applying in on ongoing fashion throughout the school year.
- Teachers who have been identified as negatively affecting student achievement will not have access to additional compensation.
- Student performance data is a significant percentage of the teacher evaluation rating.
- IGM (growth) scores are the primary measure of student performance for the evaluation of teachers who teach those grades and courses where IGM is provided.

Description of Plan Development Process:

A district team was assembled with eight teachers and eight administrators. The Kokomo Teachers Association (KTA) president and the superintendent participated in an ex officio capacity. The following chart lists the team members:

Name	Building	Position
Blatt, Candace	KHS	Spanish
Brown, Marcy	LP	3 rd Grade IB
Burns, Jason	KHS	Science/Math
Campbell, Linda	ELW	Principal
Hauswald, Jeff	ASC	Superintendent
Irwin, Dorothea	ASC	Coordinator of Professional Learning
Lagoni, Chris	KHS	Vice Principal
Landrum, Amanda	BA, BLVD, ELW, PPE	Media Specialist
Mathias, Scott	KHS	Social Studies
Matlock, Shane	DC HeadStart	Education Manager
McGrath, Dawn	ASC	Director of Leadership
Mosley, Michelle	KACC	Cosmetology
Quinton, Sandi	ASC	Director of Title 1
Reckard, Katie	MC	Principal
Sargent, Mike	CMS	Principal
Siefert, Penny	ASC	Assistant Superintendent
Simmons, Cheryl	SYC	5 th Grade, KTA president
Stockdell, Otis	CMS	Science

From this group, a small subcommittee was formed to take part in the IN-TASS training. This IN-TASS Subcommittee attended all IN-TASS training sessions held in Indianapolis. After attending the IN-TASS training, the subcommittee would return to the Evaluation Committee to share the IN-TASS process with the entire team. The IN-TASS materials and the leadership of the subcommittee guided in the formation of our new evaluation model. Through a series of work sessions the philosophical and practical parameters of the system were agreed upon.

*Indiana Teacher Appraisal and Support System is a model developed for evaluating teacher effectiveness in compliance with a new state law. This design model was created in collaboration with the Center on Education and Life Long Learning at Indiana University and Hardy Murphy, Superintendent of Evansville/Skokie, Illinois, School District 65, and the School of Education at Indiana University-Purdue University Indianapolis.

District Administrator and Principal KEEP plan was developed by three district administrators after the completion of the KEEP Teacher plan. All three members received IN-TASS training session held in Indianapolis. The following chart lists the team members.

Name	Building	Position
McGrath, Dawn	ASC	Director of Leadership
Sargent, Mike	ASC/CMS	Director of Evaluation and Principal
Siefert, Penny	ASC	Assistant Superintendent

The following lists the dates of the trainings and work group sessions:

Date	Topic	Location	Audience
Nov 8, 2011	Establish Group Norms, Goals & Timeline	Kokomo	District Committee
Nov 18, 2011	Development Process	Indianapolis	Subcommittee
Nov 30, 2011	Develop Communication Plan & Determine District Values	Kokomo	District Committee
Dec 15, 2011	Weight of Measures	Kokomo	District Committee
Jan 5, 2012	Reviewing INTASS Subcommittee Framework	Kokomo	District Committee
Jan 25, 2012	Rubric & Exemplars	Kokomo	District Committee
Feb 9, 2012	Refinement of Rubric & Exemplars	Kokomo	District Committee
Feb 17, 2012	Evaluation Components	Indianapolis	Subcommittee
Feb 28, 2012	Matching Rubric Criteria to Classifications	Kokomo	District Committee
Mar 13, 2012	Defining Assessments for Student Performance Data	Kokomo	District Committee
March 27, 2012	Completing Components of INTASS	Kokomo	District Committee
April 27, 2012	Using assessments to gather student learning data	Indianapolis	Subcommittee
May 4, 2012	Data Systems & Compensation Models	Indianapolis	Subcommittee
June 4-8, 2012	Summer PD overview	Kokomo	Certified Staff
June 6-7, 2012	Principals Retreat	Indiana University	Principals

June 8, 2012	Administrative Implementation	Kokomo	Principals
July 23, 2012	Building Principal Training	Kokomo	Principals
August 2, 2012	KEEP Administrative Training	Kokomo	KHS and KACC Administrators and Curriculum Supervisors
August 3, 2012	KEEP Administrative Training	Kokomo	Assistant Principals
August 7, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Central MS
August 14, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Head Start
August 14, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Wallace ES
August 16, 2012	KEEP Teacher Training	Kokomo	Certified Staff – McKinley Alternative School
August 17, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Lafayette Park ES
August 17, 2012	KEEP Administrator Training	Kokomo	Assistant Principal – Lafayette Park ES
August 20, 2012	IDOE Evaluation Plan Submission Rubric	Kokomo	District Committee
August 22, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Sycamore ES
August 23, 2012	KEEP Teacher Training	Kokomo	Certified Staff – KACC
August 27, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Bon Air ES
August 29, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Maple Crest MS
August 29, 2012	KEEP Administrator Training	Kokomo	Assistant Principal – Central MS
August 30, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Elwood Haynes ES
September 4, 2012	KEEP Teacher Training	Kokomo	Certified Staff – KHS
September 6, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Pettit Park ES
September 11, 2012	KEEP Administrator Training	Kokomo	Building Principals
Fall/Spring 2012	Ongoing KEEP Training	Kokomo	Administrators/Certified Staff
Fall 2012	KEEP Software Training	Kokomo	Administrator
Fall 2012	KEEP Software Training	Kokomo	Certified Staff
Fall 2012	Implemented district-wide but will not affect merit pay or compensation until 2013 – 2014. Baseline data will be established in 2012 – 2013 to calculate growth.		

Process for Gathering Feedback and Communicating with Stakeholders

Our Evaluation Committee used several methods to gather feedback from our certified staff. Through our web portal, a website was created to share all relevant information regarding the evaluation process. Pertinent documents, examples of other evaluation models, timelines, etc. were uploaded to the

website to that our certified staff could be constantly aware of what our Evaluation Committee was working on. Through our evaluation website, a blog was also available for comments, questions and concerns raised by information on the site. Certified staff were all able to participate in this blog, if they so wished. Another form of communication used to gather feedback included newsletter-esque emails sent to all certified staff. These emails were meant to illicit comments and to direct staff to our website and blog. Lastly, our local teachers association held small “subcommittee” meetings with its members to share information and gather feedback in small group settings. In all instances, any feedback shared was taken directly to the Evaluation Committee for its advisement.

Kokomo Center School and the Kokomo Teachers Association strived to ensure that all parties had buy-in to the new model. In order to help with this, the Evaluation Committee used various ways to communicate information. Through our web portal, a website was created to share all relevant information regarding the evaluation process. Pertinent documents, examples of other evaluation models, timelines, etc. were uploaded to the website to that our certified staff could be constantly aware of what our Evaluation Committee was working on. Important information was also shared through emails to all certified staff. These emails were short, to the point, emails meant to illicit comments and discussion among staff. Our principals have also begun discussing the new evaluation model with their staff at building level meetings. Lastly, our Evaluation Committee will present in our annual Summer Professional Development Conference where we will host two hour information sessions on the new evaluation for all participating teachers and administrators.

Evaluation Design Teachers

The evaluation design is intended to frame a universal set of components that will be used to set priorities and measure the progress of all employees. Each area will have exemplars and details that make that competency relevant to the job assignment. The focus on student achievement will be pervasive throughout the corporation.

General Overview of Teacher Evaluation Process

Pre-Conferences will be held during the first month of school. They may be held with grade level teams, content area teams or with individuals depending on the needs of the building. At these meetings, the educators will look at achievement data, set goals, and receive the support they need to understand the evaluation model and the processes by which the appraisal system is based.

There will be a minimum of one Informal observation/walk-through per semester with feedback. Additional observations/walk-throughs may be arranged based on teacher request or a need determined by principal. Software will allow teachers and administrators the ability to collect evidence of competencies. The intention is to create a continuous, responsive conversation focused on professional development.

Check-up conferences will be held November – February. These may be conducted individually or in teams based on the principal’s discretion.

Post-Conferences will occur in April and May. These meetings will be individual and will serve as a review of a summative assessment for the final evaluation. The Post-Conference will occur seven business days after the completion of the evaluation. At these meetings, anticipated future growth and goals for the next year will be discussed.

In situations where the teacher is rated “Improvement Necessary” or “Ineffective” the teacher will be placed on an Improvement Plan. The Improvement Plan will specifically indicate areas of growth based on the KEEP model. This conference will include the teacher and evaluating administrator. The teacher will be required to attend professional development opportunities based on the areas of growth indicated in the KEEP model. In addition, the teacher may use license renewal credits as part of the following year’s summative evaluation as identified in the KEEP Rubric (See page 9). If a teacher is rated “Ineffective”, the teacher may request a private conference with the Superintendent of Schools.

In subsequent years, the purpose of the post-conference and pre-conference meetings may begin to align and overlap, connecting past progress with future goals. At that point, one meeting may be established to address both purposes.

Immediately, the focus is to get this system functional for the teaching staff. During the 2012-2013 school year, the components will be customized for the other staff categories. The initial rubric for the teaching staff can be found on page B1-B6.

Evaluation Design Administrators

The evaluation design is intended to frame a universal set of components that will be used to set priorities and measure the progress of all employees. Each area will have exemplars and details that make that competency relevant to the job assignment. The focus on student achievement will be pervasive throughout the corporation.

General Overview of Administrative Evaluation Process

Pre-Conferences will be held during the first month of school. The pre-conference will involve the administrator and the evaluator. At these meetings, the educators will look at achievement data, set goals, and receive the support they need to understand the evaluation model and the processes by which the appraisal system is based.

Software will allow administrators the ability to collect evidence of competencies. The intention is to create a continuous, responsive conversation focused on professional development.

Check-up conferences will be held November – February.

Post-Conferences will occur in April and May. These meetings will be individual and will serve as a review of a summative assessment for the final evaluation. The Post-Conference will occur seven business days after the completion of the evaluation. At these meetings, anticipated future growth and goals for the next year will be discussed.

In situations where the administrator is rated “Improvement Necessary” or “Ineffective” the administrator will be placed on an Improvement Plan. The Improvement Plan will specifically indicate areas of growth based on the KEEP model. This conference will include the administrator and evaluating administrator. The administrator will be required to attend professional development opportunities based on the areas of growth indicated in the KEEP model. In addition, the administrator may use license renewal credits as part of the following year’s summative evaluation as identified in the KEEP Rubric (See page 10). If an administrator is rated “Ineffective”, the administrator may request a private conference with the Superintendent of Schools.

In subsequent years, the purpose of the post-conference and pre-conference meetings may begin to align and overlap, connecting past progress with future goals. At that point, one meeting may be established to address both purposes.

Immediately, the focus is to get this system functional for the administrative staff. During the 2012-2013 school year, the components will be customized for the other staff categories. The initial rubric for the administrative staff can be found on page C1-C6.

What is the “Effectiveness Rating”? The Effectiveness Rating is a single categorical designation derived from the certified employee performance evaluation. As required by law, each certified employee must receive an annual rating that is reported as public information. This designation will either be: **Highly Effective, Effective, Improvement Necessary, or Ineffective.**

Kokomo-Center Schools has developed the KEEP system, which stands for Kokomo Employee Evaluation Process. The following table outlines the goal areas that will be measured and the values assigned to each part to make up the entire effectiveness rating of the KEEP system for both teachers and administrators.

Performance Area	Competency Area	Number of Items	Percent of Score
Planning			25%
	Using Data and Information to Inform Planning	5	
	Setting Goals Related to Student Learning	3	
	Monitoring Progress Related to the Learning of Others	2	
Instruction/Interaction			25%
	Engaging Stakeholders through Flexibility and Responsiveness	3	
	Managing	4	
	Establishing and Promoting a Culture of Learning	3	
Leadership/Reflection			25%
	Collaborating	3	
	Practicing Professionalism	2	
	Reflecting	5	
Student Performance Data		Value Index	25%
	State Data	2.8	7%
	School InSAI Goal Data	2.4	6%
	District Subject Area Data	2.4	6%
	Individual Goal Data	2.4	6%

The competency areas will be used for goal setting. However, each area has a number of competencies, each with rubric descriptors and exemplars to assist with valid data collection on certified employee performance. The rating sheet will serve as the foundational structure for the software that will be developed to manage the KEEP system.

Kokomo-Center Schools Teacher Evaluation Score Sheet

D=Distinguished, A=Accomplished, P=Proficient, N=Needs Improvement, U=Unsatisfactory

	U	N	P	A	D
Using Data and Information to Inform Planning					
<i>Demonstrates knowledge of students</i>					
<i>Demonstrates research-based strategies in planning and assessment</i>					
<i>Utilizes assessment data to plan effectively</i>					
<i>Demonstrates knowledge of content</i>					
<i>Organizes the physical layout of the learning environment</i>					
Setting Goals Related to Student Learning					
<i>Create Rigorous, Measurable Learning Goals</i>					
<i>Develops instructional plans and assessments aligned to standards</i>					
<i>Develops engaging instructional plans and assessments relevant to student needs and interests</i>					
Monitoring Progress Related to the Learning of Others					
<i>Uses formative assessment in planning</i>					
<i>Tracks student data and analyzes progress</i>					
Engaging Stakeholders through Flexibility and Responsiveness					
<i>Uses a variety of creative and appropriate learning experiences</i>					
<i>Makes adjustments to learning experiences when needed</i>					
<i>Makes connections to students' background knowledge and interest</i>					
Managing					
<i>Organizes students for optimal learning</i>					
<i>Identifies and conveys critical information and content</i>					
<i>Maximizes time on task using effective classroom management</i>					
<i>Maintains positive discipline practices</i>					
Establishing & Promoting a Culture of Learning					
<i>Maintains rapport that motivates and encourages all students</i>					
<i>Conveys high expectations for all students</i>					
<i>Provides resources and guidance to extend content knowledge and strategies</i>					
Collaborating					
<i>Participates in positive interactions with colleagues</i>					
<i>Participates in school and district initiatives</i>					
<i>Communicates with stakeholders</i>					
Practicing Professionalism					
<i>Adheres to rules, procedures and expectations</i>					
<i>Completes assignments and reports</i>					
Reflecting					
<i>Monitors data and analyzes progress towards goals</i>					
<i>Identifies specific areas of instructional program strength and weakness</i>					
<i>Establishes professional goals and improvement plans for self</i>					
<i>Self-monitors progress on professional goals</i>					
<i>Demonstrates effectiveness through the presentation of evidence</i>					

Kokomo-Center Schools Administrator Evaluation Score Sheet

D=Distinguished, A=Accomplished, P=Proficient, N=Needs Improvement, U=Unsatisfactory

	U	N	P	A	D
Using Data and Information to Inform Planning					
<i>Demonstrates knowledge of stakeholders</i>					
<i>Demonstrates research-based strategies in planning and assessment</i>					
<i>Utilizes assessment data to content and instructional leadership</i>					
<i>Demonstrates knowledge of content</i>					
<i>Organizes the physical layout of the learning environment</i>					
Setting Goals Related to Student Learning					
<i>Create Rigorous, Measurable Learning Goals</i>					
<i>Develops engaging professional development plans aligned to staff competencies</i>					
<i>Ensuring student needs are met through ones scope of responsibility</i>					
Monitoring Progress Related to the Learning of Others					
<i>Uses the evaluation tool to provide continuous professional growth</i>					
<i>Tracks data and analyzes progress based on scope of responsibility</i>					
Engaging Stakeholders through Flexibility and Responsiveness					
<i>Creating and providing collaborative opportunities for staff</i>					
<i>Makes adjustments to supervisory approaches and strategies when needed</i>					
<i>Utilizes staff strengths and interests</i>					
Managing					
<i>Oversees day to day operations based on scope of responsibility</i>					
<i>Recognizing district initiatives and communicates initiatives to staff</i>					
<i>Maximizes time on task using effectively</i>					
<i>Maintains and promotes positive discipline practices</i>					
Establishing & Promoting a Culture of Learning					
<i>Maintains rapport that motivates and encourages all stakeholders</i>					
<i>Conveys high expectations to promote positive progress</i>					
<i>Provides resources and guidance to extend content knowledge and strategies</i>					
Collaborating					
<i>Participates in positive interactions with colleagues</i>					
<i>Participates in school and district initiatives</i>					
<i>Communicates with stakeholders</i>					
Practicing Professionalism					
<i>Adheres to rules, procedures and expectations</i>					
<i>Completes assignments and reports</i>					
Reflecting					
<i>Monitors data and analyzes progress towards goals</i>					
<i>Identifies specific areas of instructional program strength and weakness</i>					
<i>Establishes professional goals and improvement plans</i>					
<i>Self-monitors progress on professional goals</i>					
<i>Demonstrates effectiveness through the presentation of evidence</i>					

What is involved in calculating the first three performance areas of KEEP? Each proficiency will be rated through rubric criteria that indicate a proficiency level as **Distinguished, Accomplished, Proficient, Needs Improvement, and Unsatisfactory**. To avoid confusion, these rubric terms are intentionally differentiated from the single terms used to identify the overall **effectiveness** designation required by the state. There is a range of 30 points to negative for each quadrant of the evaluation pie since each proficiency rating is potentially worth the following:

Abbreviation	Rubric Level	Value
D	Distinguished	3
A	Accomplished	2
P	Proficient	1
N	Needs Improvement	0
U	Unsatisfactory	-1

What is involved in calculating “Student Performance Data” for teachers? The final 25% is based on objective measures of student achievement and growth. The law requires student performance data to “significantly” inform the evaluation. It also requires that student growth data provided by the state be the “primary” measure in cases where it is available. This is the reason that state data is set at 7% while the other data sources are 6% each.

State Performance Data: This category uses summative assessments. For teachers of subjects measured through the state growth model, the state will provide the district with scores that must be used for this section. Currently this involves teachers of 4th and 5th grades and teachers of math and language arts in 6th – 8th grades. For certified staff members that do not teach a course that is tested by the state, the 7% is based on the performance of the school or schools where they work.

District Assessment: This category primarily uses formative data. Once this system has been fully developed, each teacher will be assigned to use a particular measure of student progress that is used for all students in that subject area across the district. The results of the students specifically assigned to that teacher will be used to credit this area. Prior to having these assessments in place, an individual may use a second InSAI data point or a second individual goal for this section.

School Improvement Data: This category primarily uses benchmark data. Each school will have a single goal by which all certified staff in that building will be measured. It will be in the InSAI area identified as the biggest priority for that building. Results of progress in this area will be applied uniformly for all certified staff members of the building.

Individual Goal: This category primarily uses classroom data or data from custom student groups. An important part of the evaluation process is for teachers to examine the data and identify an area of weakness on which they intend to work. Each teacher will individually design how they will measure progress toward success in this area through identifying a goal in collaboration with their principal or evaluator designee.

What is involved in calculating “Student Performance Data” for administrators? The final 25% is based on objective measures of student achievement and growth or a process goal related student achievement and program options. The law requires student performance data to “significantly” inform the evaluation. It also requires that student growth data provided by the state be the “primary” measure in cases where it is available. This is the reason that state data is set at 7% while the other data sources are 6% each.

State Performance Data: This category uses summative assessment. For building level administrators, State Performance Data will focus on the School Wide Data on Statewide Assessments. For District Administrators, the State Performance Data will focus on the District Wide Data on Statewide Assessments.

District Goal: This category primarily uses formative data for building administrators. Each school will have a secondary goal for all building administrators. It will be in the School Improvement area identified as the second priority for that building goal. For district administrators, there will be a secondary district goal identified by all district administrators based on his or her area of supervision. It will be in the District Improvement Area and/or District Level Goals identified as a secondary priority for the district based on his or her area of supervision. Results of progress in this area will be applied to each district administrator.

School Improvement or District Goal: This category primarily uses benchmark data for building administrators. Each school will have a single goal by which all certified staff in that building will be measured. It will be in the School Improvement area identified as the largest priority for that building goal. For district administrators, there will be a district goal identified by the district administrator defined by their area of supervision. It will be in the District Improvement Area and/or District Level Goals identified as the largest priority for the district goal based on his or her area of supervision. Results of progress in this area will be applied to each district administrator.

Individual Goal: An important part of the evaluation process is for administrators to examine the data and identify an area of weakness on which they intend to work. Each administrator will individually design how they will measure progress toward success in this area through identifying a goal in collaboration with their evaluator.

Because there is variability of instrumentation for collecting student data in each of the assessment categories or goals (State, District, Building and Individual), the following rubric will be used to assign a consistent value to the results of each assessment tool. Cut scores for each instrument will be applied so that points can be awarded using these four descriptor levels:

Descriptor	Rubric Level	Value
Exceeded target	Distinguished	3
Met target	Accomplished	2
Adequately approaches target	Proficient	1
Inadequately approaches target	Needs Improvement	0
Significantly missed target	Unsatisfactory	-1

The value derived in each of the four assessment areas will be multiplied by value indices to get the final score for the Student Performance Data area. (Reference the purple section of chart on first page.) As an example, a certified employee approaches target in all four assessment areas. The score for this would be one point multiplied times 2.8, 2.4, 2.4, and 2.4 or 10 points total. If a hypothetical certified employee is rated as exceeding the target in all four categories, each of those numbers would be multiplied by 3 points, giving 30 points for the entire performance area, similar to the calculation of the other three areas.

The Indiana Department of Education will set a cut level that will define “negative impact on growth.” Certified employee who falls below this level may not receive an effective or highly effective final rating regardless of their scores on the KEEP instrument.

For those certified employees who do not have defined by the Indiana Department of Education for Student Performance for the “negative impact on growth,” a certified employee who is rated a zero or a negative score on the entire section of Student Performance will be defined as negative growth. Certified employees who fall below this level may not receive an effective or highly effective final rating regardless of their scores on the KEEP instrument.

Extenuating Circumstances Descriptions for Teachers

On occasion, there may be an effectiveness rating that has been unfairly affected by one of the following circumstances:

1. Chronic absences from class or from school
2. Major life event such as a family crisis that interfered with instruction or assessment
3. Medical issue that prevented valid collection of data
4. Technical issues during testing
5. Administrative association of students to teachers required for state reporting even though the teacher did not instruct the student, as in the case of virtual school
6. Other documented reasons that the assessment event is invalid and retesting is not a possibility.

If this is the case, the teacher may present evidence that

1. supports the claim of an extenuating circumstance with a student or students AND
2. calculates how the removal of that data changes the final rating

The Building Principal will review the claim of extenuating circumstances with the Director of Evaluation and determine the degree to which the claim is substantive, adjusting the rating if such a decision is adequately supported.

Extenuating Circumstances Description for Administrators

On occasion, there may be an effectiveness rating that has been unfairly affected by one of the following circumstances:

- A program offering is moved from one building to another, decreasing the overall student performance of the building.

- A program offering is moved to one building from another, decreasing the overall student performance of the building.

In this case, the administrator may present evidence that

1. Supports the claim of an extenuating circumstance due to a program change AND
2. Calculates how the removal or addition of that data changes the final rating

The Evaluating Administrator will review the claim of extenuating circumstances with the Superintendent and determine the degree to which the claim is substantive, adjusting the rating if such a decision is adequately supported.

Technical Support to Prepare Evaluators

Teacher evaluations will be completed by administrators and curriculum supervisors. Administrative evaluations will be completed by District Administrators and Building Principals. All administrators were trained in July and August on the KEEP model. The training was conducted by Director of Evaluation. This training included the Student Performance goals, creation of goals, competencies within the KEEP model, ratings during observations, timeline, and requirements. Additional trainings are offered to the administrators as requested throughout the school year. Ongoing training will occur for all administrators throughout the school year and following school years.

Training will be provided to all administrators on the KEEP software. Teacher trainings on the KEEP software will be conducted at each building. Ongoing training of the KEEP software will occur throughout the school year and following school years.

Building Principals were trained on the KEEP model on July 23, 2012.

Kokomo High School and Kokomo Area Career Center Assistant Principals and Curriculum Supervisors were trained on the KEEP model on August 2, 2012.

Elementary and Middle School Assistant Principals were trained on the KEEP model on August 3, 2012.

All Administrators and Curriculum Supervisors will receive continuous training throughout the school year.

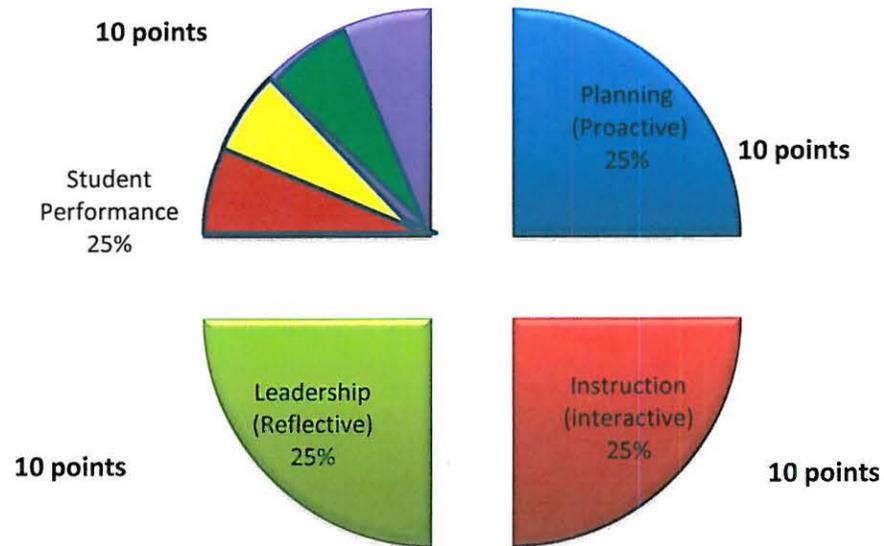
Instruction Delivered by Teachers Rated Ineffective

Kokomo-Center Township Consolidated School Corporation staff and student placement process was created to ensure students would not be instructed for two consecutive years by two consecutive teachers as rated ineffective. This process is reviewed annually to ensure students are not instructed for two consecutive years by two consecutive teachers as rated ineffective. In the event this occurs, a letter will be sent to parents informing them that their student was instructed for two consecutive years by two consecutive teachers as rated ineffective.

KEEP

Competency Rubric - Teachers

Kokomo Educator Evaluation Process



DOMAIN: PREEACTIVE (PLANNING)				
Component	NEEDS IMPROVEMENT (0)	PROFICIENT (1)	ACCOMPLISHED (2)	DISTINGUISHED (3)
Using Data and Information to Inform Planning				
<i>Demonstrates knowledge of students</i>	Plans with little evidence of understanding students' backgrounds, cultures, skills, language proficiency, interests and special needs for planning.	Incorporates knowledge of individual students in planning.	Plans with evidence of knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.	Plans comprehensively with detailed knowledge of individual students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.
<i>Demonstrates research-based strategies in planning and assessment.</i>	Never or rarely incorporates a variety of research-based instructional strategies in planning.	Incorporates research-based instructional strategies in unit planning.	Frequently incorporates research-based instructional strategies in planning and differentiation.	Consistently incorporates a variety of research-based instructional strategies in planning and differentiation.
<i>Utilizes assessment data to plan.</i>	Rarely or never uses prior assessment data when planning.	Considers assessment data to formulate achievement goals, unit plans, or lesson plans.	Frequently uses prior assessment data to formulate achievement goals, unit plans and lesson plans in preparation for differentiation.	Consistently applies prior assessment data to drive the development of achievement goals, units, and lesson plans in preparation for differentiation.
<i>Demonstrates knowledge of content</i>	Plans rarely evidence the important key concepts of the subject or discipline.	Adequate knowledge of the content is evident.	Comprehensive knowledge of the content and prerequisites is evident.	Comprehensive knowledge of the content and prerequisite relationships between aspects of the content is evident.
<i>Organizes the physical layout of the learning environment</i>	Poor use of the physical environment is evidenced, resulting in potentially unsafe or inaccessible conditions.	Learning environment is safe, accessible, and effective for the purpose of instruction.	Learning environment is safe and accessible and the physical arrangement supports engaging learning activities.	Safe physical environment and thoughtful physical arrangement optimizes the learning of all students, including those with special needs.
Setting Goals Related to Student Learning				
<i>Create rigorous, measurable learning goals</i>	Goals are not rigorous, measurable, or significant.	Creates measurable goals directed toward issues of significance.	Creates rigorous, measurable goals to significantly assess learning and inform instruction/intervention.	Creates rigorous, measurable achievement goals that include benchmarks to assess learning and inform instruction and intervention.

<i>Develops instructional plans and assessments aligned to standards</i>	Little evidence of instructional plans and assessments aligned to standards exists.	Adequate evidence of instructional plans and assessments aligned to standards is evident.	Standards drive the design of instructional plans and assessments.	Instructional plans and assessments are meticulously aligned to each other within a standard framework.
<i>Develops engaging instructional plans and assessments relevant to student needs and interests</i>	Little evidence of instructional plans and assessments designed to be relevant to student needs and interests exists.	Consideration of student needs and interests is evident in plans and assessments.	Instructional plans and assessments indicate an effective instructional match to support student needs and interests.	A consistent and responsive instructional match is evident through the designing of plans and assessments relevant to all student needs and interests.
Monitoring Progress Related to the Learning of Others				
<i>Uses formative assessment in planning</i>	Little evidence exists that formative assessments are used in planning.	Formative assessment data are considered in planning.	Formative assessment data are incorporated consistently in planning.	Formative assessment data consistently drives planning and effective differentiation.
<i>Tracks student data and analyzes progress</i>	Data are rarely used to track progress.	Student assessment data or grades are accurately recorded and referenced in terms of progress.	Student assessments are recorded and lessons are adjusted in response to analysis of student progress	Student assessments are recorded and lessons are consistently adjusted and differentiated in response to ongoing individualized student learning goals

DOMAIN: INTERACTIVE (INSTRUCTION)				
Component	NEEDS IMPROVEMENT (0)	PROFICIENT (1)	ACCOMPLISHED (2)	DISTINGUISHED (3)
Engaging Stakeholders through Flexibility and Responsiveness				
<i>Uses a variety of creative and appropriate learning experiences</i>	Learning experiences lack creativity and appropriateness.	Learning experiences are varied and appropriate.	Learning experiences are consistently creative and appropriate.	Learning experiences evidence new creative strategies appropriate for unique student needs and situations.
<i>Makes adjustments to learning experiences when needed</i>	Learning experiences lack differentiation or flexibility. Action is taken inconsistently to engage students. Instructional pace is not matched to student learning.	Flexibility is evidenced in lessons. Action is taken to engage students. Instructional pace is appropriate.	Differentiation and flexibility is practiced. Adjustments are made to reengage students. Pacing techniques are used to maintain interest. The extent to which these techniques keep students engaged is monitored.	Learning experiences are rich with choice and flexibility. Pacing is differentiated to meet the needs of all learners. Differentiation is applied regularly. All students are consistently engaged.
<i>Makes connections to students' background knowledge and interest</i>	Learning experiences evidence limited connection to students' background knowledge or interests.	Students are provided opportunities to relate the learning experiences to their personal interests.	Learning experiences are purposefully connected to student's background knowledge and interests.	Learning experiences are consistently optimized through meaningful connections to student's background knowledge and interests.
Managing				
<i>Organizes students for optimal learning</i>	The arrangement of students is not conducive to learning	Organizes students to facilitate the individual acquisition of new skills and knowledge	Organizes students to facilitate the collaborative acquisition, processing, and practice of new skills and knowledge.	Organizes students to facilitate the collaborative acquisition, processing, and practice of new skills and knowledge with expert attention to differentiation.
<i>Identifies and conveys critical information and content</i>	Critical information and content is inadequately identified or conveyed.	Critical information and content is adequately identified or conveyed.	Critical information and content is comprehensively identified and conveyed.	Critical information and content is expertly identified, conveyed, and applied to new learning.
<i>Maximizes time on task</i>	Student time on task is routinely compromised.	Student time on task is adequate throughout the learning experience.	Student time on task is consistently monitored and enhanced throughout the learning experience.	Time on task for all students is monitored and optimized through expert motivational strategies.

<i>Establishes classroom routines, procedures, and rules</i>	Classroom expectations are inadequately articulated or inconsistently communicated.	Classroom expectations are clearly communicated and implemented.	Classroom expectations are clearly communicated, implemented, and adjusted based on new information.	Classroom expectations are mutually agreed upon, clearly communicated, effectively implemented, and fairly adjusted based on new information.
Establishing & Promoting a Culture of Learning				
<i>Maintains rapport that motivates and encourages all students</i>	Positive rapport with students is inconsistent.	Positive rapport with students and families is evident.	Demonstrates consistent positive rapport with students and families.	Demonstrates consistent positive rapport with all students and families as evidenced in motivating students to achieve.
<i>Conveys high expectations for all students</i>	Expectations are occasionally inconsistent, inappropriate, or inadequate.	Expectations consistently and appropriately challenge all students.	Data reflect that all students put forth effort due to high expectations.	Data reflect that all students consistently achieve to potential due to high expectations.
<i>Provides resources and guidance to extend content knowledge and strategies</i>	Provides inadequate evidence of utilizing resources to enhance content and strategies.	Adequate evidence of utilizing resources to enhance content and strategies is evident.	Substantial evidence of utilizing resources to enhance content and strategies is evident.	Learning experiences are rich with resources and guidance targeted at identified needs.

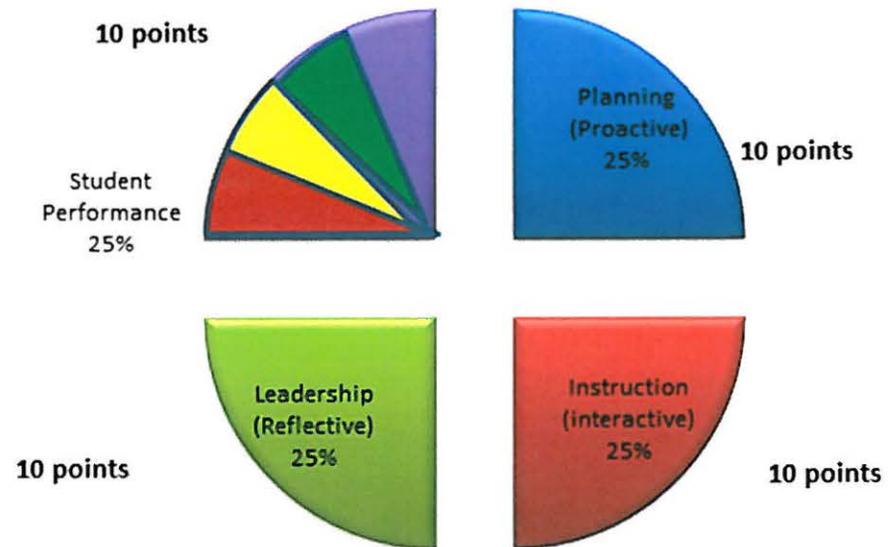
DOMAIN: REFLECTIVE (PROFESSIONALISM)				
Component	NEEDS IMPROVEMENT (0)	PROFICIENT (1)	ACCOMPLISHED (2)	DISTINGUISHED (3)
Collaborating				
<i>Participates in positive interactions with colleagues</i>	Interactions with colleagues are lacking positive collaboration.	Participates in positive interactions with colleagues as required.	Enhances effectiveness through the initiation of positive interactions with colleagues.	Enhances effectiveness through the initiation of positive interactions with colleagues and addresses conflict courageously.
<i>Participates in school and district initiatives</i>	Inconsistently participates in school or district initiatives only when required.	Participates in school or district initiatives when required.	Provides help and input appropriately and follows through with school or district initiatives.	Provides leadership and makes substantial contributions to school and district initiatives.
<i>Communicates with stakeholders</i>	Attempts to communicate with stakeholders and maintain a positive relationship are inconsistent.	Communicates appropriately with stakeholders on the instructional program with consistent follow through.	Communicates appropriately and consistently with stakeholders, engaging stakeholders to contribute to the instructional program.	Evidences extraordinary communication with stakeholders in ways that significantly advances the instructional program.
Practicing Professionalism				
<i>Adheres to rules, procedures and expectations</i>	Adheres inconsistently to all district and school rules, procedures and expectations.	Adheres to all district and school rules, procedures and expectations as required.	Supports peers in the adherence to all district and school rules, procedures and expectations.	Provides leadership in the articulation and dissemination of district and school rules, procedures, and expectations.
<i>Completes assignments and reports</i>	Completes some assignments and reports inconsistently.	Completes assignments and reports as expected.	Completes assignments and reports in accordance with time limits and high quality standards of quality.	Provides leadership and support to others in the timely completion of assignments and reports that reflect high quality standards.

Reflecting				
<i>Monitors data and analyzes progress towards goals</i>	Little evidence exists of monitoring data and analyzing progress toward goals.	Evidence exists of monitoring data and analyzing progress toward goals.	Information derived from monitoring data and analyzing progress toward goals is used to make adjustments.	Data is monitored regularly and adjustments are made responsively to assure goal achievement.
<i>Identifies specific areas of instructional program strength and weakness</i>	Does not consistently follow through on necessary changes to improve instruction.	Identifies specific areas of instructional program strengths and weaknesses.	Identifies specific areas of instructional program strengths and weaknesses and provides a root cause analysis of the problem areas.	Identifies specific areas of strengths and weaknesses in the implementation of a corporation-wide program and the variables affecting systemic progress.
<i>Establishes professional goals and improvement plans for self</i>	Does not use data to create professional goals and improvement plans for self.	Uses data to create reasonable professional goals for self.	Uses data to create rigorous professional goals for self.	Uses data to establish rigorous professional goals for self and others within the system.
<i>Self-monitors progress on professional goals</i>	Does not consistently monitor progress on professional goals or initiate improvement activities	Consistently monitors progress on professional goals.	Consistently monitors progress on professional goals and initiates improvement activities.	Consistently monitors progress on professional goals and provides data to demonstrate correction or improvement.
<i>Demonstrates effectiveness through presentation of evidence</i>	Provides incomplete or inconclusive data.	Provides data that speak to effectiveness.	Provides data that demonstrate accomplishments.	Provides exemplary data that demonstrate distinguished instructional effectiveness.

KEEP

Competency Rubric – Administrators

Kokomo Educator Evaluation Process



DOMAIN: PREEACTIVE (PLANNING)				
Component	NEEDS IMPROVEMENT (0)	PROFICIENT (1)	ACCOMPLISHED (2)	DISTINGUISHED (3)
Using Data and Information to Inform Planning				
<i>Demonstrates knowledge of stakeholder</i>	Plans with little evidence of understanding stakeholders' backgrounds, cultures, skills, language proficiency, interests and special needs for planning.	Incorporates knowledge of individual stakeholders' in planning.	Plans with evidence of knowledge of stakeholders' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.	Plans comprehensively with detailed knowledge of individual stakeholders' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.
<i>Demonstrates research-based strategies in planning and assessment.</i>	Never or rarely incorporates a variety of research-based strategies in planning.	Incorporates research-based strategies in unit planning.	Frequently incorporates research-based strategies in planning.	Consistently incorporates a variety of research-based strategies in planning.
<i>Utilizes assessment data to content and instructional leadership</i>	Rarely or never uses prior assessment data to content and instructional leadership when planning.	Considers assessment data to formulate achievement goals in regards to content and instructional leadership.	Frequently uses prior assessment data to formulate achievement goals in regards to content and instructional leadership.	Consistently applies prior assessment data to drive the development of achievement goals in regards to content and instructional leadership..
<i>Demonstrates knowledge of content</i>	Plans rarely evidence the important key concepts of content.	Adequate knowledge of the content is evident.	Comprehensive knowledge of the content and prerequisites is evident.	Comprehensive knowledge of the content and prerequisite relationships between aspects of the content is evident.
<i>Organizes the physical layout of the learning environment</i>	Poor use of the physical environment is evidenced, resulting in potentially unsafe or inaccessible conditions.	Learning environment is safe, accessible, and effective for the purpose of instruction.	Learning environment is safe and accessible and the physical arrangement supports engaging learning activities.	Safe physical environment and thoughtful physical arrangement optimizes the learning of all students, including those with special needs.
Setting Goals Related to Student Learning				
<i>Create rigorous, measurable learning goals</i>	Goals are not rigorous, measurable, or significant.	Creates measurable goals directed toward issues of significance.	Creates rigorous, measurable goals to significantly assess scope of responsibility and inform leadership decisions.	Creates rigorous, measurable achievement goals that include benchmarks to assess scope of responsibility and inform leadership decisions.

<i>Develops engaging professional development plans aligned to staff competencies</i>	Little evidence of professional development plans aligned to staff competencies.	Adequate evidence of professional development plans and implementation assessments aligned to staff competencies is evident.	Staff competencies drive the design of professional development plans and implementation assessments.	Professional development plans and implementation assessments are meticulously aligned to each other within a standard framework.
<i>Ensuring student needs are met through ones scope of responsibility</i>	Little evidence of professional development plans and implementation assessments designed to be relevant to stakeholder needs and interests exists.	Consideration of stakeholder needs and interests is evident in professional development plans and implementation assessments.	Professional development plans and implementation assessments indicate an effective leadership match to support stakeholder needs and interests.	A consistent and responsive leadership match is evident through the designing of professional development plans and implementation assessments relevant to all stakeholder needs and interests.
Monitoring Progress Related to the Learning of Others				
<i>Uses the evaluation tool to provide continuous professional growth</i>	Little evidence exists that evaluation tool are used in planning continuous professional growth of stakeholders.	Evaluative tool data are considered in planning professional development.	Evaluative tool data are consistently aligned to plan professional development.	Evaluative tool data consistently drives planning professional development and effective implementation.
<i>Tracks data and analyzes progress based on scope of responsibility</i>	Data are rarely used to track progress.	Evaluation tool data are accurately recorded and referenced in terms of progress.	Evaluative tool data are recorded and professional development plans are adjusted in response to analysis of stakeholder progress	Evaluative tool data are recorded and professional development plans are consistently adjusted and differentiated in response to ongoing individualized stakeholder learning goals

DOMAIN: INTERACTIVE (INSTRUCTION)				
Component	NEEDS IMPROVEMENT (0)	PROFICIENT (1)	ACCOMPLISHED (2)	DISTINGUISHED (3)
Engaging Stakeholders through Flexibility and Responsiveness				
<i>Creating and providing collaborative opportunities for staff</i>	Collaborative opportunities for staff lack creativity and appropriateness.	Collaborative opportunities for staff are varied and appropriate.	Collaborative opportunities for staff are consistently creative and appropriate.	Collaborative opportunities for staff have evidence of research based strategies appropriate for unique stakeholder needs and situations.
<i>Makes adjustments to supervisory approaches and strategies when needed</i>	Supervisory approaches and strategies lack differentiation or flexibility. Action is taken inconsistently to engage stakeholders. Supervisory pace is not matched to stakeholders' needs.	Flexibility is evidenced in approaches and strategies. Action is taken to engage stakeholders. Supervisory pace is appropriate.	Differentiation and flexibility is practiced. Adjustments are made to reengage stakeholders. Supervision techniques are differentiated to meet the needs of stakeholders. The extent to which these techniques keep stakeholders engaged is monitored.	Supervisory approaches and strategies are rich with flexibility. Supervision is differentiated to meet the needs of all stakeholders and applied regularly. All stakeholders are consistently engaged.
<i>Utilizes staff strengths and interests</i>	Staff strengths are not utilized and there is a limited connection to stakeholders' background knowledge or interests.	Stakeholders are provided opportunities to utilize their strengths and personal interests.	Staff strengths are purposefully connected to stakeholder's background knowledge and interests.	Staff strengths are consistently optimized through meaningful connections to stakeholder's background knowledge and interests.
Managing				
<i>Oversees day to day operations based on scope of responsibility</i>	Day to day operations within the scope of responsibility is not met.	Day to day operations within the scope of responsibility is consistently met.	Day to day operations within the scope of responsibility is efficiently and effectively met.	Day to day operations based on scope of responsibility have evidence of new creative strategies to appropriately and efficiently meet the needs of the responsibility.
<i>Recognizing district initiatives and communicates initiatives to staff</i>	Critical information and content is inadequately identified or conveyed.	Critical information and content is adequately identified or conveyed.	Critical information and content is comprehensively identified and conveyed.	Critical information and content is expertly identified, conveyed, and applied to new learning.
<i>Maximizes time on task effectively</i>	Time on task is routinely compromised due to ineffective use of time.	Time on task is adequate throughout the year.	Time on task is effectively used to increase efficiencies.	Efforts to monitor and optimize the time on task of others through expert leadership

				strategies.
<i>Maintains and promotes positive discipline practices</i>	District or school expectations are inadequately articulated or inconsistently communicated.	District or school expectations are clearly communicated and implemented.	District or school expectations are clearly communicated, implemented, and adjusted based on new information.	District or school expectations are mutually agreed upon, clearly understood by the community, effectively implemented, and fairly adjusted based on new information.
Establishing & Promoting a Culture of Learning				
<i>Maintains rapport that motivates and encourages all stakeholders</i>	Positive rapport with stakeholders is inconsistent.	Positive rapport with stakeholders is evident.	Demonstrates consistent positive rapport with stakeholders.	Demonstrates consistent positive rapport with all stakeholders as evidenced in motivating stakeholders to achieve and encourages others to maintain positive rapport.
<i>Conveys high expectations to promote positive progress</i>	Expectations are occasionally inconsistent, inappropriate, or inadequate.	Expectations consistently and appropriately challenge all stakeholders.	Data reflect that all stakeholders have made positive progress.	Data reflect that all stakeholders consistently achieve a distinguished standard of progress.
<i>Provides resources and guidance to extend content knowledge and strategies</i>	Provides inadequate evidence of utilizing resources to enhance content knowledge and strategies.	Adequate evidence of utilizing resources to enhance content knowledge and strategies is evident.	Substantial evidence of utilizing resources to enhance content knowledge and strategies is evident.	Resource and guidance is richly provided to address target areas.

DOMAIN: REFLECTIVE (PROFESSIONALISM)				
Component	NEEDS IMPROVEMENT (0)	PROFICIENT (1)	ACCOMPLISHED (2)	DISTINGUISHED (3)
Collaborating				
<i>Participates in positive interactions with colleagues</i>	Interactions with colleagues are lacking positive collaboration.	Participates in positive interactions with colleagues as required.	Enhances effectiveness through the initiation and maintenance of positive interactions with colleagues.	Enhances effectiveness through the maintenance of positive interactions with colleagues and addresses conflict courageously.
<i>Participates in school and district initiatives</i>	Inconsistently participates in school or district initiatives only when required.	Participates in school or district initiatives when required.	Provides leadership and makes substantial contributions to school and district initiatives.	Provides critical leadership and essential contributions to key school and district initiatives.
<i>Communicates with stakeholders</i>	Attempts to communicate with stakeholders and maintain a positive relationship are inconsistent.	Communicates appropriately with stakeholders on the instructional program with consistent follow through.	Communicates appropriately and consistently with stakeholders, engaging stakeholders to contribute to the instructional program.	Evidences extraordinary communication with stakeholders in ways that significantly advances the instructional program.
Practicing Professionalism				
<i>Adheres to rules, procedures and expectations</i>	Adheres inconsistently to all district and school rules, procedures and expectations.	Adheres to all district and school rules, procedures and expectations as required.	Supports peers and subordinates in the adherence to all district and school rules, procedures and expectations.	Provides leadership in the articulation, dissemination, and implementation of district and school rules, procedures, and expectations.
<i>Completes assignments and reports</i>	Completes some assignments and reports inconsistently.	Completes assignments and reports as expected.	Completes assignments and reports in accordance with time limits and high standards of quality.	Provides leadership and support to others in the timely completion of assignments and reports that reflect high quality standards.

Reflecting				
<i>Monitors data and analyzes progress towards goals</i>	Little evidence exists of monitoring data and analyzing progress toward goals.	Evidence exists of monitoring data and analyzing progress toward goals.	Information derived from monitoring data and analyzing progress toward goals is used to make adjustments.	Data is monitored regularly and adjustments are made responsively to assure goal achievement.
<i>Identifies specific areas of scope of responsibility strength and weakness</i>	Does not consistently follow through on necessary changes to improve scope of responsibility.	Identifies specific areas of scope of responsibility strengths and weaknesses.	Identifies specific areas of scope of responsibility strengths and weaknesses and provides a root cause analysis of the problem areas.	Identifies variables affecting systemic progress in the implementation of corporation-wide programs.
<i>Establishes professional goals and improvement plans</i>	Does not use data to create professional goals and improvement plans for self.	Uses data to create reasonable professional goals for self.	Uses data to create rigorous professional goals for self.	Uses data to establish rigorous professional goals for self and others within the system.
<i>Self-monitors progress on professional goals</i>	Does not consistently monitor progress on professional goals or initiate improvement activities	Consistently monitors progress on professional goals.	Consistently monitors progress on professional goals and initiates improvement activities.	Consistently monitors progress on professional goals and provides data to demonstrate correction or improvement.
<i>Demonstrates effectiveness through presentation of evidence</i>	Provides incomplete or inconclusive data.	Provides data that speak to effectiveness.	Provides data that demonstrate accomplishments.	Provides exemplary data that demonstrate distinguished instructional effectiveness and systemic progress.

Competency Rubric – Superintendent

Superintendent Rubric

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.					
1.1	<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, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	<p>The superintendent creates a professional development system for school leaders based on proficiencies and needs.</p>	<p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.</p>
1.3	<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>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.</p>	<p>The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4 The superintendent provides evidence of delegation and trust in subordinate leaders.	<p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p>
1.5 The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</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)	
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 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>
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 group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.					
3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2	The superintendent organizes time and projects for effective leadership.	<p>Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The superintendent applies project management to systems thinking throughout the organization.</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the superintendent.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p>	<p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and 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 transformative results.					
4.1	<p>The superintendent demonstrates effective communication with parents and community.</p>	<p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p>	<p>The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p>	<p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
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>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p>

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

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

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.

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>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.</p> <p>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	<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 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>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.3 The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	<p>The superintendent ensures there are 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 The superintendent provides responsible fiscal stewardship.	<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 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 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>

Superintendent Score Sheet

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)	Category Score
1.1					
1.2					
1.3					
1.4					
1.5					
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					
2.2					
3.3					
4.4					
5.5					
Score					

3.0 Personal Behavior – School district superintendents model personal behaviors that set the tone for all student and adult relationships in the district.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1					
3.2					
3.3					
3.4					
3.5					
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1					
4.2					
4.3					
4.4					
4.5					
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					
5.2					
5.3					
5.4					
5.5					
Score					

6.0 Organizational, Operational, and Resource Management – School district superintendent’s 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					
6.2					
6.3					
6.4					
6.5					
Score					

Superintendents Goals/Objectives

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1					
2					
3					
4					
5					
6					