Madison-Grant United School Corporation

Certificated Employee Evaluation Plan

September 2022

"Our goal is to create a quality teacher evaluation system so teachers can be successful. When teachers are successful, our students will be successful."

Dr. Scott A. Deetz, Superintendent

Background Information About Madison-Grant United School Corporation

MGUSC is a continuous quality improvement school corporation, and as such our values, vision, and mission impact all that we do, including the development of our comprehensive teacher evaluation plan.

Core Values. High performing organizations maintain a clear focus on a few fundamentally important core values. In 2018, the Board of School Trustees and the Administration Team engaged in a process to identify eight core values that would guide the ongoing improvement of the MGUSC learning system. The management core values of Integrity, Continuous Improvement, High Expectations, Accountability, Data-Driven Decision Making, Teamwork, Safety, and Alignment continue to serve as the guiding beliefs against which we measure ourselves.

Mission. High-performing organizations have a clear sense of mission. They understand what the central purpose is, and the employees and students, as well as other stakeholders, have no difficulty answering the question: Why do learners and workers come to school each day?

Inspire, challenge, and cultivate excellence in every Argyll.

The following plan reflects our beliefs of Continuous Improvement, High Expectations, Accountability, Data-Driven Decision Making, Teamwork, and Alignment.

Overview of Our Certificated Employee Evaluation Approach

We have placed the **greatest emphasis in this plan on teacher evaluation** because high quality instruction (the classroom teacher) contributes most importantly to student achievement—all other school employees, both certificated and non-certificated influence student learning and development, but to a somewhat lesser degree. Therefore, the bulk of this document focuses on teacher evaluation.

We are adapting the materials and processes for administrator evaluation (superintendent and principals) and other certificated employees (counselors) that have been provided through RISE Indiana (**https://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-30.pdf**) or through various professional/commercial organizations (e.g., ISBA/IAPSS, Regional Service Centers). We will continue to work with our non-teacher certificated employees to fine-tune our approaches for these and other groups (e.g., school librarians) to provide annual performance evaluations that consider evidence-based performance expectations as well as performance metrics that link to student achievement to the extent reasonable. We will certainly use the "dashboard of key performance indicators" approach (see Tables 5, 6, for example) for these non-classroom employees. We will also adopt all other significant aspects of evaluation required by statute.

In all circumstances, evaluations will be conducted by the direct supervisors (superintendent and/or assistant superintendent will evaluate principals and directors; principals or assistant principals and directors will evaluate all other employees). These individuals have received evaluation training/mentoring as part of their certification programs and, more intensively, during 2010-12,

provided in-house and through service center personnel and external consultants. Since then, the administrative team and the Teachers' Association have reviewed the content and the evaluation processes to ensure the our evaluation supports the highest quality instructional practices. In 2018, 2019, and 2022, the evaluation team received additional training and support as they migrated to a different evaluation software package. Select teachers were also trained in a "Train the Trainer" model.

Teacher Evaluation Plan Overview

Our Evaluation Team (representative sample of teachers, central office and building leaders) has worked for the past several years to review the research, develop an evidence-based **Quality Walkthrough Tool** (Table 1), and to review the **RISE materials**. We have piloted our Quality Walkthrough Tool (QWT) extensively; made important adjustments; and created a web-based version of this tool that allows e-collaboration between principals and teachers. We have also developed training materials for implementation of our evaluation system.

Essentially, we have adopted the Teacher Effectiveness Rubric (**https://www.doe.in.gov/sites/default/files/evaluations/rise-rubric.pdf**) and adapted other key elements of the RISE model to meet the needs of MGUSC. Our principals will use their professional judgment when determining the number of extended and brief observations required (each teacher will receive at least one extended observation and two walkthrough observations per year). We have aligned our QWT with the Teacher Effectiveness Rubric (see attached **Crosswalks,** Tables 2 and 3) and know that there is a good fit, especially within the first two domains of planning and instruction. Our QWT focuses exclusively on what happens within a teacher's classroom and provides clear expectations regarding literacy, high quality instruction, standards and mastery teaching, and engaging environments. We have developed folders of resources (PDFs, websites, and our own movies/photos) that provide direction for teachers and principals regarding needed professional development (see sample, Table 4).

Legend	
TER—Teacher Effectiveness Rubric	QWT—Quality Walkthrough Tool

100% TER - All certificated teachers will be evaluated using Teacher Evaluation Rubric for 100% of their evaluation of professional practice without additional components.

Our teachers have engaged in data-driven decision-making in their classrooms for the past several years. In most cases, they have developed standards-aligned short-cycle assessments for the purpose of reteaching essential standards. Teachers understand the concept of a **"data dashboard"** and **"System-to-System (S2S)"** talks. The data dashboard specifies key performance indicators for which each teacher is accountable (Tables 5-6). System-to-System talks require teachers and principals to meet three-four times each year to review dashboard performance results for the purpose of determining successful and unsuccessful practices, results, and needed improvement. Table 7 provides a listing of the types of questions discussed during S2S meetings. Our teachers have demonstrated their ability to develop Madison-Grant Student Learning Objectives (using, primarily, measures that align with our dashboard of key performance indicators). Teachers who will complete the S2S process are:

- Newly certificated teacher will complete the S2S process for the first two years.
- A new teacher to the district will complete the process for the first year.
- A struggling teacher will complete the process, which will be determined by the administrator and/or the teacher. Struggling can be determined by:
    - Evaluation Rating
    - On a Growth Plan
    - On an Improvement Plan

The RISE Evaluator and Teacher Handbook states then when determining final ratings within the three categories of planning, instruction, and leadership, the evaluator should "use professional judgment" and "after collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains." Although the RISE materials appear to imply that whole numbers should be used for the final ratings, we have determined that making it possible to award half-points will be in the best interests of teachers and principals (allowing for a more specific determination of effectiveness).

We believe that these elements constitute a high-quality, evidence-based evaluation system that will contribute to ongoing teacher growth and job satisfaction as well as improved student performance. In the following pages, please find additional detail regarding each of these concepts/tools.

The Importance of Good Teaching

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Excellent teachers can profoundly and positively influence student success. Value-added assessment studies reveal tremendous differences in student achievement when comparing classes taught by high-quality versus low-quality teachers for three consecutive years—nearly 50 percentile points on standardized tests (Sanders and Rivers, 1996). Teacher quality more heavily influences differences in student performance than race, class, or school of the student; disadvantaged students benefit more from good teachers than do advantaged students (Nye, Konstantopoulos, and Hedges, 2004). But placing the burden for improved student achievement solely or even largely on teachers is a mistake. Darling-Hammond, Amrein-Beardsley, Haertel, and Rothstein (2012) state that "research reveals that gains in student achievement are influenced by much more than any individual teacher" (Kappan, Evaluating Teacher Evaluation, 93(6), p. 8). They note that factors such as class size, materials, instructional time, resources, home-community support, student needs/ abilities, peer culture, prior and other current teachers and schooling, differential summer learning loss, and nature of achievement tests are additional variables that cannot be forgotten.

Teacher Evaluation Belief Statements

Providing feedback, whether to students or adults, has been shown to be effective in improving performance (Marzano, Pickering, and Pollock, 2002); Michaelsen and Schultheiss, 1988). Feedback should be specific (behaviors), honest and sincere, timely, and usable. Evaluation is an important aspect of individual and organizational improvement. Effective evaluation must embrace a number of key concepts, including:

Transparency. We believe that the criteria for exemplary teaching should be clear. Teachers and administrators must understand the expectations reflected in the evaluation tools and processes. In fact, we believe that teachers and administrators should play a critical role in determining those factors by serving on teams that review the research related to effective classroom practice. During the 2010-11 school year, a team of teachers assisted in the review and development of updated materials and approaches, and aspects of this new system were piloted in each of the schools during the Spring of 2011, allowing administrators and teachers to become familiar with the process and to suggest improvements. Through years of use, teachers and administrators, in 2017 and 2019, further refined the following tool to more clearly articulate expectations and best practices at the elementary and secondary levels.

Scientific Research. We believe that evaluation should be based on those factors that have been shown to be most indicative of student learning. We have focused our efforts on literacy, standards and mastery teaching, high quality instruction, and engaging classroom environments. Adequate research exists to suggest that excellence in these four domains contribute tremendously to student success in learning. Parent engagement is also critical, but teachers and administrators have less control over this factor.

The MGUSC Quality Walkthrough Tool (QWT) reflects evidence-based practice. For example, below is a sampling of the desired classroom indicators (found on the QWT) and associated research.

Explicit vocabulary instruction and other "working with sounds/letters/words" activities appropriate for developmental levels using best practice methods

- Knowledge of vocabulary (word meanings) contributes as much as 70-80% toward comprehension (Bromley, 2007).
- Children in the lowest income status group are exposed to 616 words per hour; those from working class families experience 1,251 words; and children whose parents are professionals hear 2,153 words per hour (Hart and Risley, 1995).
- Teachers typically devote only a few minutes of each class period to vocabulary instruction (Rathvon, 2003; Roser and Juel, 1982).

Clear focus on specific academic standard(s)/learning objectives (following standards sequence/map linked with short-cycle assessments)
- Lezotte and Pepperl (1999, p. 133) write that, "if a school is willing to take careful steps to make sure there's a good alignment between the intended, taught, and assessed curriculum, that school can anticipate about a 25 percent to 30 percent increase in student achievement and learning."

Core standards taught multiple times throughout the year (to achieve and maintain mastery)
- Lezotte and Pepperl (1999, p. 147 emphasis in original) write that, "another concept that is strongly supported now by the research is reteaching. If a school was able to organize itself to take those students who didn't learn the lesson on the first go-around and get them back through for one loop of *reteaching*, they could anticipate about a 25 percent bump up in student achievement." (See also, Goldberg and Cole, 2002 and the research on vocabulary mastery—McREL, 2008).

Use of high-yield instructional strategies (similarities/differences, summarizing/note-taking, reinforcing effort/providing recognition, homework/practice, nonlinguistic representations, cooperative learning, setting objectives/providing feedback, generating/testing hypotheses, and/or cues/questions/advance organizers
- Engaging students in identifying similarities and differences (among books recently read, events that occurred, multiple artists' work; word spellings; first and second drafts of writings, biomes, etc.) can deliver a 45 percentile gain in student achievement. The other eight strategies listed above contribute from 23-34 percentile gains (Marzano, Pickering, and Pollock, 2002).
- High-performing "Broad Prize for Urban Education" schools in Florida have made use of what they call a "7-8-9" plan: the seven correlates of Effective Schools Research, the 8-Step Instructional Process, and the nine "high-yield" instructional strategies (McFadden, 2009).

Students have learning goals, well-defined improvement strategies, and knowledge of their own performance results (e.g., data folders)
- Setting goals and making a commitment to reaching them boosts student achievement (Brophy, 2004).
- The practice of having students track their own progress was associated with a 32 percentile point gain in achievement (Marzano, 2009).

The MGUSC Board of Education has adopted as one of its core values the belief in evidence-based, data-driven operations. The development of the Quality Walkthrough Tool is yet another example of how Madison-Grant United School Corporation lives this value.

Continuous Improvement. We believe in continuous improvement. The focus of our evaluation activities should be on the continued development of each faculty member for the ultimate purpose of improving student learning. All evaluation tools and processes will be reviewed on an annual basis and recommendations for adjustments made based on teacher and administrator input. The Superintendent and the Board of School Trustees will determine needed changes to the system.

High Expectations for All. We believe in high expectations for all. Our goal is to help all teachers develop their professional capabilities to the highest levels. We desire that every teacher become "world-class," and we will work to provide the feedback, professional development, and recognition consistent with making this goal a reality. We recognize that teachers must exhibit personal responsibility for their own growth and development. To that end, we have begun to identify resources that can be reviewed by teachers as one method of improving their performance. We have placed folders for Literacy, Standards and Mastery Teaching, High Quality Instruction, and Engaging Classroom Environments on our website, allowing our teachers to access the information as needed. We will ensure a process for adding additional information to the folders as we identify helpful material. We have adopted the expectation within RISE that all teachers identified as being in the lowest two categories and new teachers should have professional development plans (remediation plans that detail specific expectations and timelines for achieving them). We will strongly encourage all teachers to create such plans and to use license renewal units to gain expertise in the key performance indicators found in the Teacher Effectiveness Rubric and the QWT as explained in the RISE materials.

Formative and Summative Evaluation. Just as students learn most when teachers use frequent formative evaluation to help design effective learning activities, teachers will benefit most from regular formative evaluation (extended and brief observations). Each year, teachers will be classified in one of four categories (Highly Effective, Effective, Improvement Necessary, Ineffective) following a compilation of all short and extended observations as well as additional pertinent information related to leadership, planning, and core professionalism and taking into consideration the teacher's impact on student achievement and growth. A teacher may request a private meeting with the superintendent (in accordance with state and local policies) to discuss the final designation.

Student Performance. Much of the discussion related to teacher and principal evaluation and the S2S process should be focused on the degree to which students learn. We value two aspects of student performance: overall performance and student growth. For example, we should review overall results (has the student reached "on grade level reading performance"; "has the student mastered core academic standards") and student growth (how much did the student/s grow this year?"). Student performance indicators will include state testing results in those grades and subjects where ILEARN and End-of-Course Assessments (ECAs) are administered. We place much emphasis on our dashboard of key performance indicators, and each teacher (or team of teachers) will develop a dashboard/scorecard of KPIs that is aligned with the school and district documents; that reflects the teacher's most important KPIs; and that is approved by the direct supervisor.

Negative Impact. For teachers who have over half of their students taking statewide assessments, Negative Impact will be determined through the department's calculation for negative impact. For teachers not measured through statewide assessments, the teacher and principal will determine a goal and measure (assessment) that defines achievement into the categories of Highly Effective, Effective, Improvement Necessary, and Ineffective. A teacher will be considered as having a negative impact if she/he receive an Improvement Necessary or Ineffective. Any teacher receiving a score as negatively impacting student achievement and growth cannot receive a rating of highly effective or effective on their summative evaluation.

Frequency. Each teacher will receive at least one extended observation per year (using the TER) and two brief, walkthrough observations (also incorporating elements of the QWT). Principals will use their professional judgment when identifying teachers who may benefit from more frequent observations and feedback.

Communication. Principals should provide written and/or electronic feedback (Standard for Success) regarding each walkthrough within 48 hours of the visit, and either the teacher or the principal may request face-to-face meetings to clarify feedback, recognize excellence, and plan for improvement. Feedback (written and/or electronic) regarding the more extended observations should be provided to the teacher with five school days of the observation (within the post-observation conference). Teachers and administrators should explain the purposes (evidence-based practice, increased student learning/engagement, and professional growth) and methodology of walkthroughs and more extended evaluation visits to students and teachers so they understand why observers will be entering their classrooms more often.

A determination of the final summative rating will be made for all teachers at the end of each school year (on the basis of all available data). Madison-Grant United School Corporation will assist teachers to move from the lowest two categories into "Effective" or "Highly Effective" designations through targeted professional development, mentoring, and purposeful evaluation. When growth in teacher effectiveness has not occurred quickly enough, however, will enter into the S2S process as we will develop and implement detailed remediation plans for teachers identified as ineffective or needs improvement (clarifying specific expectations and timeframes) reassign personnel or adjust class rosters (following discussion with principals and teachers concerned) in order to limit the possibility that students will be instructed two years in a row by "Ineffective" teachers. The school/district will communicate with parents/family members regarding these developments using a form that is developed/adopted locally with input from key stakeholders.

Record-Keeping. Both the principal and teacher should maintain copies of the results of extended observations and walkthroughs in their files (electronic or hard copy).

Research Basis for the Quality Walkthrough Tool. In developing our Quality Walkthrough Tool, we began with an analysis of the four most important factors that influence student learning. Figure 3 indicates the relative importance of the four domains, each of which occupies a quadrant of our QWT. If students are unable to read and write well across all content areas, their learning of key standards will be negatively impacted. Literacy is the responsibility of all teachers, and our

walkthrough process seeks evidence of high quality literacy instruction in every classroom. A cross-curricular literacy focus is even more evident as we transition to the Common Core State Standards. Second, all teachers must teach the academic standards (state, CCSS) to mastery. Third, teachers must be aware of a few fundamentally important instructional precepts (Bloom's Taxonomy and Depth of Knowledge, high-yield strategies, grouping practices, prior knowledge, etc.) that have been shown to deliver improved student achievement. Finally, we have identified the importance of establishing engaging classroom environments. A number of research-based performance indicators have been identified for each domain.

Figure 3. Four Domains of QWT
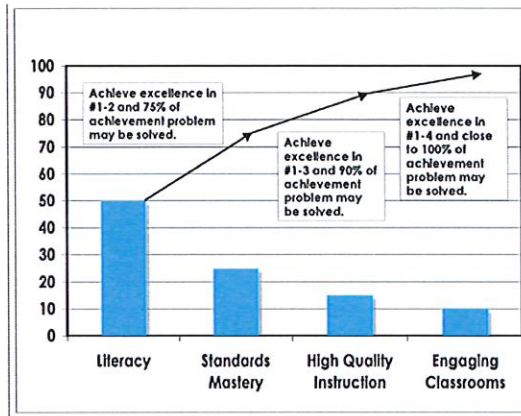
Table 1. QWT Madison-Grant United School Corporation's Cache of Indicators for 2021-22 – Converted to Google Form the Elementary and Secondary Buildings

Teacher's Name	Subject/Grade
Date	Time

Check boxes as appropriate. For some indicators, circle the appropriate response. Clarify feedback on reverse.

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☐ Explicit vocabulary instruction, other "working with sounds/letters/words" activities appropriate for developmental levels using best practice methods

☐ Student-created (or teacher-assisted) word walls, journals

☐ Direct reading comprehension strategy instruction including modeling, extended discussion, interpretation of text meaning

☐ Modeling/development of reading fluency

☐ Guided reading, self-selected reading activities/blocks

☐ Regular/authentic writing (multiple genres) using effective strategies (including modeling, metacognition, peer assistance, sentence combining, rewriting) and scoring rubrics

☐ Journals, folders for writing and response to reading

☐ Literacy-rich, print-rich environment that includes a variety of materials (fiction, information) and levels

</td><td>

☐ Clear focus on specific academic standards/learning objectives (following standards sequence/map linked with short-cycle formative and summative assessments)

☐ Core (essential) standards occupy primary focus of instruction

☐ Learning objectives understood by students

☐ Thematic approach or linkage of learning among standards and subjects

☐ Vision, mission, goals established, posted, discussed

☐ Aligned classroom dashboard created, teacher documents past/current results

☐ Collection, analysis, and use of standards mastery and other important data for continuous improvement (reteaching, improved performance)

☐ Essential standards taught multiple times throughout the year to achieve and maintain mastery

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☐ Effective instructional planning

☐ Clear communication (including instructions)

☐ Teacher/students demonstrated/discussed relevance, importance of learning for students

☐ Use of a variety of levels of questioning/activities including remembering, understanding, applying, analyzing, evaluating, and creating

☐ Examples of scaffolding/brightening/deep questioning to enhance thinking, understanding

☐ Appropriate wait time following questioning

☐ Examples of authentic student work

☐ Pacing of instruction was appropriate

☐ Grouping practices: whole group, small group, individual assistance, flexible grouping

☐ Command of academic standard: strong, good, weak

☐ Use of high-yield instructional strategies (similarities/ differences, summarizing/note-taking, reinforcing effort/ providing recognition, homework/practice, nonlinguistic representations, cooperative learning, setting objectives/providing feedback, generating/testing hypotheses, and/or cues/questions/advance organizers)

☐ Differentiation or tiered instruction, including use of various teaching strategies, provision of alternative reading materials, enrichments, lesson adjustment

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☐ Teacher moved about the classroom to provide assistance and engage with individual students

☐ Most students were authentically (enjoyment, interest), ritualistically (following directions, working on task), dysfunctionally (off-task or disruptive) engaged

☐ Classroom walls/halls displayed group performance data, student work, process flowcharts, expectations

☐ Students have learning goals, well-defined improvement strategies, knowledge of their own performance results (e.g., data folders)

☐ Evidence of a culture of high expectations for all students—belief that all students can learn at high levels

☐ Work performed by students was challenging, but within their zones of proximal development

☐ Use of quality tools (PDCI, plus/delta, affinity process, consensogram, cause/effect diagram, driving-restraining forces diagram, lotus diagram, classroom meetings, flowchart, nominal group process) for problem-solving, data-driven decision making, reflection, metacognition

☐ Students exercised appropriate autonomy, selected some of their own learning activities, and assisted in the creation of class routines and rules

☐ Safe and orderly classroom where procedures, expectations are clear; effective classroom management

☐ Teacher values/supports students' intrinsic motivation for learning

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❑ Use of engaging instructional activities including inquiry/problem-based, project-based/active learning, centers, stations, multiple intelligences, discussion ❑ Teacher talk constituted a small, moderate, large amount of instructional time ❑ Use of essential questions, anticipatory set, activating prior knowledge, modeling, guided practice/monitoring, closure, and/or independent practice ❑ Effective use of available technology by teacher/ students ❑ Efficient, effective use of learning time by teacher/ students	❑ Caring attitude, positive teacher/student interaction/ relationship including teacher actively listening, accepting student input; awareness of student interests/goals ❑ Students received specific feedback regarding learning tasks, short-term successes, progress toward goals ❑ Effort (examples of all-time personal best) and improvement toward mastery are valued ❑ Students appeared to have equal opportunity to learn ❑ Evidence that students and teacher work collaboratively to improve satisfaction and performance within classroom

Space for Principal Scripting/Note-taking

(Principal) I would like to provide this feedback and to ask you these questions:

Specific Actions if Any:

| Teacher Signature and Date: | Principal Signature and Date: |

Table 2. Crosswalk Between QWT and RISE Teacher Effectiveness Rubric

QWT Performance Indicator: Literacy	RISE TER Indicator
Explicit vocabulary instruction, other "working with sounds/letters/words" activities appropriate for developmental levels using best practice methods	*MGUSC requirement not found in TER but aligned with Planning 1.3, 1.4; Instruction 2.1, 2.2, 2.4, 2.6*
Student-created (or teacher-assisted) word walls, journals	
Direct reading comprehension strategy instruction including modeling, extended discussion, interpretation of text meaning	
Modeling/development of reading fluency	
Guided reading, self-selected reading activities/blocks	
Regular/authentic writing (multiple genres) using effective strategies (including modeling, metacognition, peer assistance, sentence combining, rewriting) and scoring rubrics	
Journals, folders for writing and response to reading	
Literacy-rich, print-rich environment that includes a variety of materials (fiction, information) and levels	
QWT Performance Indicator: Standards, Assessment, and Mastery Teaching Requirements	RISE TER Indicator
Clear focus on specific academic standards/learning objectives (following standards sequence/map linked with short-cycle formative and summative assessments)	*Planning 1.3; Instruction 2.1, 2.4*
Core (essential) standards occupy primary focus of instruction	*Planning 1.3*
Learning objectives understood by students	*Instruction 2.1*
Thematic approach or linkage of learning among standards and subjects	*Instruction 2.2*
Vision, mission, goals established, posted, discussed	*Planning 1.2*
Aligned classroom dashboard created, teacher documents past/current results	*Planning 1.2, 1.5*
Collection, analysis, and use of standards mastery and other important data for continuous improvement (reteaching, improved performance)	*Planning 1.1, 1.3, 1.4, 1.5; Instruction 2.4*
Essential standards taught multiple times throughout the year to achieve and maintain mastery	*Planning 1.3*
QWT Performance Indicator: Effective Instruction	RISE TER Indicator
Effective instructional planning	*Planning 1.1-1.5; Instruction 2.2, 2.7*
Clear communication (including instructions)	*Instruction 2.1, 2.2*
Teacher/students demonstrated/discussed relevance, importance of learning for students	*Instruction 2.1, 2.2*
Use of a variety of levels of questioning/activities including remembering, understanding, applying, analyzing, evaluating, and creating	*Instruction 2.2, 2.4, 2.6*

Examples of scaffolding/brightening/deep questioning to enhance thinking, understanding	*Instruction 2.4, 2.5*
Appropriate wait time following questioning	*Instruction 2.4*
Examples of authentic student work	*Instruction 2.6, 2.9*
Pacing of instruction was appropriate	*Instruction 2.3*
Grouping practices: whole group, small group, individual assistance, flexible grouping	*Instruction 2.2, 2.8*
Command of academic standard: strong, good, weak	*Planning 1.3; Instruction 2.2*
Use of high-yield instructional strategies (similarities/ differences, summarizing/note-taking, reinforcing effort/ providing recognition, homework/practice, nonlinguistic representations, cooperative learning, setting objectives/providing feedback, generating/testing hypotheses, and/or cues/questions/advance organizers)	*Instruction 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8*
Differentiation or tiered instruction, including use of various teaching strategies, provision of alternative reading materials, enrichments, lesson adjustment	*Planning 1.1, 1.3, 1.4; Instruction 2.3, 2.4, 2.5*
Use of engaging instructional activities including inquiry/problem-based, project-based/active learning, centers, stations, multiple intelligences, discussion	*Instruction 2.2, 2.3, 2.4, 2.6*
Teacher talk constituted a small, moderate, large amount of instructional time	*MGUSC requirement not found in TER*
Use of essential questions, anticipatory set, activating prior knowledge, modeling, guided practice/monitoring, closure, and/or independent practice	*Instruction 2.1, 2.2, 2.4*
Effective use of available technology by teacher/ students	*Instruction 2.3*
Efficient, effective use of learning time by teacher/ students	*Planning 1.3; Instruction 2.1, 2.3, 2.7*
MGUSC Walkthrough Engaging Classroom Environment Requirements	*RISE TER Indicator*
Teacher moved about the classroom to provide assistance and engage with individual students	*MGUSC requirement not found in TER*
Most students were authentically (enjoyment, interest), ritualistically (following directions, working on task), dysfunctionally (off-task or disruptive) engaged	*Instruction 2.2, 2.3, 2.4, 2.7, 2.9*
Classroom walls/halls displayed group performance data, student work, process flowcharts, expectations	*Planning 1.5*
Students have learning goals, well-defined improvement strategies, knowledge of their own performance results (e.g., data folders)	*Planning 1.2, 1.5; Instruction 2.6, 2.9*
Evidence of a culture of high expectations for all students—belief that all students can learn at high levels	*Instruction 2.3, 2.6, 2.8, 2.9*

Work performed by students was challenging, but within their zones of proximal development	*Planning 1.1, 1.3; Instruction 2.2, 2.6*
Use of quality tools (PDCI, plus/delta, affinity process, consensogram, cause/effect diagram, driving-restraining forces diagram, lotus diagram, classroom meetings, flowchart, nominal group process) for problem-solving, data-driven decision making, reflection, metacognition	*Planning 1.5; Instruction 2.3, 2.8*
Students exercised appropriate autonomy, selected some of their own learning activities, and assisted in the creation of class routines and rules	*Instruction 2.3, 2.8, 2.9*
Safe and orderly classroom where procedures, expectations are clear; effective classroom management	*Instruction 2.7, 2.8, 2.9*
Teacher values/supports students' intrinsic motivation for learning	*Instruction 2.6, 2.8, 2.9*
Caring attitude, positive teacher/student interaction/relationship including teacher actively listening, accepting student input; awareness of student interests/goals	*Instruction 2.6, 2.8, 2.9*
Students received specific feedback regarding learning tasks, short-term successes, progress toward goals	*Planning 1.3; Instruction 2.6*
Effort (examples of all-time personal best) and improvement toward mastery are valued	*Planning 1.3; Instruction 2.3, 2.6, 2.7, 2.8, 2.9*
Students appeared to have equal opportunity to learn	*Instruction 2.6*
Evidence that students and teacher work collaboratively to improve satisfaction and performance within classroom	*Instruction 2.6, 2.7, 2.8, 2.9*
Note that our QWT focuses entirely on the curriculum, instruction, and assessment practices within the classroom. Therefore, our walkthrough does not include Domain 3: Teacher Leadership responsibilities that (almost exclusively) focus on activities outside the typical classroom. We will use the RISE TER material to report on these indicators twice yearly.	

Table 3. Crosswalk between Teacher Effectiveness Rubric Indicators and MGUSC QWT	
P1.1 Utilize assessment data to plan	√
P1.2 Set ambitious and measurable achievement goals	√
P1.3 Develop standards-based unit plans and assessments	√
P1.4 Create objective-driven lesson plans and assessments	√
P1.5 Track student data and analyze progress	√
I2.1 Develop student understanding and mastery of lesson objectives	√
I2.2 Demonstrate and clearly communicate content knowledge to students	√
I2.3 Engage students in academic content	√
I2.4 Check for understanding	√
I2.5 Modify instruction as needed	√
I2.6 Develop higher level understanding through rigorous instruction and work	√
I2.7 Maximize instructional time	√
I2.8 Create classroom culture of respect and collaboration	√

I2.9 Set high expectations for academic success	√
L3.1 Contribute to school culture	*Requires information found, for the most part, "outside the classroom."*
L3.2 Collaborate with peers	
L3.3 Seek professional skills and knowledge	
L3.4 Advocate for student success	
L3.5 Engage families in student learning	

Each of the RISE TER indicators is supported multiple times by the Madison-Grant United School Corporation QWT. We will seek "Leadership" evidence primarily outside the classroom setting.

Table 4. Example of Teacher Resources Linked with Quality Walkthrough Tool

Focus Area: HIGH QUALITY INSTRUCTION

Explanation: Fail to plan; plan to fail. When a teacher (or teams of teachers) engages in careful planning student learning and enjoyment are enhanced while maximizing resources (time, materials). Planning should be standards-based and data-driven; both long-term and short-term in nature. Planning should occur from a "backward design" perspective, and should benefit from teacher collaboration and lesson study.

Research: Although research suggests that veteran teachers do not prepare written objectives and detailed lesson plans and there is little focus on assessment during planning (see Kauchak and Eggen, 2007, for example), few would debate that planning should be viewed as an important element of effective instruction. "Although careful planning does not guarantee that instruction will be effective, it increases the likelihood of effective teaching" (Kauchak and Eggen, 2007, pp. 105-106) and Ediger, 2004). Stronge (2007) see following link: http://www.ascd.org/publications/books/105156/chapters/Planning-and-Organizing-for-Instruction.aspx Fuchs, Fuchs, Hamlett, and Steckler (1991) found superior achievement in mathematics when a combination of formative data and expert instructional coaching contributed to planning. Schacter and Thum (2004) found that teachers who implement 12 aspects of effective teaching (including planning for efficient use of instructional time) produce students who make considerable achievement gains. Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence (Goe, Bell, & Little, (2008). Approaches to evaluating teacher effectiveness: A research synthesis. Washington, DC: National Comprehensive Center for Teacher Quality. Olverson and Ritchey (2008) report on student achievement gains at an Ohio junior high school when teachers planned collaboratively, used the results of common formative assessments, and taught to mastery.

Elementary Resources:
http://www.ascd.org/publications/books/103110/chapters/Implementing-Understanding-by-Design@-A-Summary-of-Lessons-Learned.aspx
http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf
http://template.aea267.iowapages.org/lessonplan/
http://www.windows2universe.org/teacher_resources/sci_schools/HunterLessonP.pdf
http://www.youtube.com/watch?v=TdnkmQuwqis
http://www.education.ky.gov/kde/instructional+resources/reading+first+in+kentucky/instruction/for+teachers/sample+lesson+plan+templates++reading+first.htm
See LessonPlanTemplate.doc (in folder)
http://coe.nevada.edu/ckeeler/lessonplantemplates/hunter.html

Secondary Resources:
http://www.ascd.org/publications/books/103110/chapters/Implementing-Understanding-by-Design@-A-Summary-of-Lessons-Learned.aspx
http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf
http://template.aea267.iowapages.org/lessonplan/
http://www.windows2universe.org/teacher_resources/sci_schools/HunterLessonP.pdf
http://www.youtube.com/watch?v=TdnkmQuwqis
See LessonPlanTemplate.doc (in folder)
http://coe.nevada.edu/ckeeler/lessonplantemplates/hunter.html

Explanation: Naturally, students (and adults) are more eager to learn knowledge or skills if the intended learning is of importance to them. If importance is perceived to be low, motivation to learn is likely to be low. Making connections between learning and students' lives is essential, if not always easy. "Being student-centered also means connecting learning to students' lives, using the student's own culture, strengths (or intelligences), interests, goals, and dreams as the beginning point for learning" (Williams, 2008. Closing the Achievement Gap).

Research: Studies have shown that students understand and retain knowledge best when they have applied it in a practical, relevant setting (Daggett, 2005). Students learn more effectively when they already know something about a content area and when concepts in that area mean something to them and to their particular background or culture. When teachers link new information to the student's prior knowledge, they activate the student's interest and curiosity, and infuse instruction with a sense of purpose (NcREL, 1995). Enhancing Student Motivation: Make Learning Interesting and Relevant. Hootstein (1994). Effective teaching helps students recognize patterns and put new information in context with the old – a crucial part of passing new working memories into the brain's long-term storage areas. Studies published in the journals *Nature; Science; and Mind, Brain, and Education* support this idea, and a solid amount of research also links personal relevance and emotional engagement to memory storage (referenced at Edutopia). See results of "service learning" (one method of connecting learning to the real world) at the following link: http://www.service-learningpartnership.org/site/PageServer?pagename=OC_research Research suggests that teacher should seek every opportunity to link learning standards and activities with real-world, 21st Century skill requirements (Daniels and Arapostathis, 2005; Mitchell, et al., 2005). Schacter and Thum (2004) found that teachers who implement 12 aspects of effective teaching (including connecting learning to student experiences) produce students who make considerable achievement gains.

Elementary Resources:

http://www.ncrel.org/sdrs/areas/issues/students/learning/lr100.htm
http://www.edutopia.org/neuroscience-brain-based-learning-relevance-improves-engagement
http://www.edutopia.org/project-based-learning-student-motivation
http://www.cast.org/teachingeverystudent/ideas/tes/chapter6_6.cfm
http://www.netc.org/focus/strategies/them.php
http://www.socialstudies.org/positions/powerfulandpurposeful
http://www.lessonplanet.com/directory_articles/language_arts/4
http://www.ascd.org/publications/books/107034/chapters/Student-Motivation,-Engagement,-and-Achievement.aspx

Secondary Resources:

http://www.ncrel.org/sdrs/areas/issues/students/learning/lr100.htm
http://www.youtube.com/watch?v=YM_ktJG3qVM
http://www.edutopia.org/neuroscience-brain-based-learning-relevance-improves-engagement
http://www.makinglearningreal.org/index.html
http://www.edutopia.org/project-based-learning-student-motivation
http://www.youtube.com/watch?v=4UndA8Hliwc
http://www.lab.brown.edu/pubs/k_and_d.pdf
http://www.lbschools.net/Main_Offices/High_Schools/Linked_Learning/docs/LeadershipMag-LinkedLearning_v5.pdf
http://www.lbschools.net/Main_Offices/High_Schools/Linked_Learning/docs/From%20High%20School%20to%20Learning%20Commun%20-%205%20Domains.pdf
http://www.ascd.org/publications/books/107034/chapters/Student-Motivation,-Engagement,-and-Achievement.aspx

Explanation: Bloom's Taxonomy of Educational Objectives has provided a rubric of sorts against which teachers can evaluate learning activities provided for students (levels of questioning, levels of thinking, and types of activities). We should strive for a proper balance among the levels and acknowledge the importance of requiring students to think and work at higher levels of the taxonomy.

Research: "Instruction emphasizing advanced reasoning skills promotes high student performance" (Wenglinsky, 2004). Marzano (2002) notes that the similarity/difference instructional strategy can produce a 45 percentile gain in student achievement. Research shows there's a link between critical thinking skills and increased student achievement in the classroom (James Allen in Moore & Stanley, Critical Thinking and Formative Assessments: Increasing the Rigor in Your Classroom. Copyright 2010 Eye on Education, Inc. Larchmont, NY). In mathematics and science at both the 4th and 8th grade levels, practices that emphasize critical thinking skills are associated with higher student achievement, whereas practices that emphasize basic skills are not (Wenglinsky, 2004). Research indicates that thinking skills instruction makes a positive difference in the achievement levels of students. Studies that reflect achievement over time show that learning gains can be accelerated. These results indicate that the teaching of thinking skills can enhance the academic achievement of participating students (Bass and Perkins, 1984; Bransford, 1986; Matthews, 1989; Nickerson, 1984). Teachers who teach creative problem-solving strategies (Bass and Perkins, 1984; Freeman, 1990; Kagan, 1988; Matthews, 1989; Nickerson, 1984). Teachers who teach thinking skills and improve learning by providing students with general purpose problem-solving tools appropriate for a variety of situations. Teachers who teach thinking skills and improve learning by providing students with general purpose problem-solving tools appropriate for a variety of situations. Teachers who teach thinking skills and improve learning because such explicit instruction helps students to better understand and more effectively apply the types of thinking processes directly promote learning because such explicit instruction helps students to better understand and more effectively apply the types of thinking required by the curriculum (McTighe, 2002). Schacter and Thum (2004) found that teachers who implement 12 aspects of effective teaching (including asking a variety of types of questions) produce students who make considerable achievement gains.

Elementary Resources:

http://www.cdl.org/resource-library/articles/compare_best.php (contains a summary of several "best practice" models that target a variety of teacher practices, including higher order thinking)

http://pareonline.net/getvn.asp?v=4&n=3

http://www.criticalthinking.org/pages/k-12-instruction-strategies-amp-samples/613

http://www.youtube.com/watch?v=yp7eeb2dh34&feature=related

http://www.criticalthinking.org/pages/elementary-educators-4-6/809 (click on your grade level resource link)

http://www.readingrockets.org/article/34655/

http://www.teachers.ash.org.au/researchskills/thinking.htm

http://www.youtube.com/watch?v=zDZFcDGpL4U&feature=related

http://www.learner.org/workshops/socialstudies/pdf/session6/6.ClassroomQuestioning.pdf (or see ClassroomQuestioning.pdf in file folder)

See EffectiveQuestioningExamples.pdf in file folder

Secondary Resources:

http://www.cdl.org/resource-library/articles/compare_best.php (contains a summary of several "best practice" models that target a variety of teacher practices, including higher order thinking)

http://pareonline.net/getvn.asp?v=4&n=3

http://www.criticalthinking.org/pages/k-12-instruction-strategies-amp-samples/613

http://www.youtube.com/watch?v=-85-i7Nr9i4&feature=related

http://www.youtube.com/watch?v=6OLPL5p0fMg

http://www.criticalthinking.org/pages/elementary-educators-4-6/809 (click on your grade level resource link)

http://www.teachers.ash.org.au/researchskills/thinking.htm

http://www.youtube.com/watch?v=zDZFcDGpL4U&feature=related

http://www.edutopia.org/stw-kipp-critical-thinking-professional-development-video

http://www.edutopia.org/stw-kipp-critical-thinking-overview-video

http://www.learner.org/workshops/socialstudies/pdf/session6/6.ClassroomQuestioning.pdf (or see ClassroomQuestioning.pdf in file folder)

See EffectiveQuestioningExamples.pdf in file folder

Table 5. Sample Secondary Teacher Dashboard

1. Percent of students mastering essential academic standards in [grade level, course].	Monthly Standards-Aligned Common Assessments (Linked to scope and sequence developed by Department)	Monthly	Student, Teacher, Principal
	Mastery Short-Cycle and Reteaching Tests (Each essential standard taught/assessed multiple times)	Every week to 2 weeks (as determined by teacher based on review of data)	Student, Teacher, Principal
2. Percent of students mastering [grade level, course] essential words	Essential Words Checksheets (Developed by department based on best practice vocabulary research)	Monthly	Student, Teacher, Principal
3. Percent of students scoring 5/6 on 6-item subject-specific informational text reading prompt	Department Informational Text Reading Prompts with appropriate lexile levels	Every two weeks	Student, Teacher, Principal
4. Percent of students with Level 3 journals (at least three entries per week, inclusion of target vocabulary words, and examples of metacognition)	Journals and Scoring Rubric	Weekly	Student, Teacher
5. Percent of students demonstrating "readiness to learn [homework meeting Level 3, in seats before bell, level 3 participation)	Readiness To Learn Rubric	Weekly	Student, Teacher
6. Percent of students expressing "very satisfied" or "satisfied" with quality of learning activities in my classes	Classroom Student Satisfaction Survey	Biweekly	Student, Teacher

7. Percent of students maintaining data folders with goals, strategies, and results and percent of students conducting student-led conferences	Examination of data folders and count of students successfully conducting their own conferences	Quarterly	Student, Teacher

Table 6. Sample Primary Teacher Dashboard

1. Percent of students achieving "benchmark" performance level in phonemic awareness	DIBELS™ Initial Sound Fluency and Phoneme Segmentation Fluency Measures	Monthly, Weekly	Student, Parent, Teacher, Principal
2. Percent of students mastering 50, 100, 150, 200 essential vocabulary words lists for grades K-1	District Vocabulary Assessments	Monthly, Weekly	Student, Parent, Teacher, Principal
3. Percent of students achieving level "I"	Fountas-Pinnell™ Guided Reading Leveled Books/Running Records	Monthly, Weekly	Student, Parent, Teacher, Principal
4. Percent of students writing at levels 7/8	District Writing Assignments with Prompts and Blackburn-Cramp™ Rubric	Monthly, Weekly	Student, Parent, Teacher, Principal
5. Percent of students reading at 70 WPM	District Leveled Passages and Running Records	Weekly, Weekly	Student, Parent, Teacher, Principal
6. Percent of students mastering addition/subtraction facts within 20	District Basic Math Facts Assessments	Monthly, Weekly	Student, Parent, Teacher, Principal
7. Percent of students mastering "place value" units, tens, hundred (120)	District Place Value Assessments	Monthly, Weekly	Student, Parent, Teacher, Principal

8. Percent of students maintaining data folders with goals, strategies, and results and percent of students conducting student-led conferences	Examination of data folders and count of students successfully conducting their own conferences	Quarterly, Monthly	Student, Parent, Teacher, Principal

Table 7. Typical System-to-System Talk Questions	
Have you developed your grade-level or departmental dashboard of key performance indicators?	Because we need to agree on the most important "leading" data that drive student learning
Which **"literacy-related"** indicators would you like to discuss first?	Because literacy is the primary responsibility of all teachers
Where has performance improved? Where has it not? Have you set student learning objectives for the class and/or individual students?	Because we celebrate success and engage in continuous improvement where targets have not been met
Which evidence-based instructional practices are you implementing in order to improve performance?	Because we are an evidence-based, data-driven school district
Which **"standards mastery"** indicators would you like to discuss?	Because every teachers is expected to teach standards to mastery
Where has performance improved? Where has it not? Have you set student learning objectives for the class and/or individual students?	Because we celebrate success and engage in continuous improvement where targets have not been met
Which evidence-based instructional practices are you implementing in order to improve performance?	Because we are an evidence-based, data-driven school district
Which **other dashboard indicators** would you like to discuss?	Because additional factors influence student learning
Where has performance improved? Where has it not? Have you set student learning objectives for the class and/or individual students?	Because we celebrate success and engage in continuous improvement where targets have not been met
Which evidence-based instructional practices are you implementing in order to improve performance?	Because we are an evidence-based, data-driven school district
What (if any) assistance do you need to meet your student learning objectives?	Because leadership must support classroom teachers in their quest for higher student achievement

Madison-Grant United School Corporation
Guidance Counselor Evaluation Model
September 2022

Dr. Scott A. Deetz
Corporation #2825

HODSON, GWENDOLYN

Evaluation Ending Jun 2023 ∨

Location	Evaluators	Evaluation Group
Madison-Grant Jr./Sr. High School	Scott Ritchie (Primary) MICHAEL SCHUCK	100% Rubric - 100.0% Employee Effectiveness Rubric

Edit Staff Member - PDF Options

Evaluation Items

Add Item... ∨

LVIS: 6 Activities Listed	View List

ℹ️ To add items to GWENDOLYN's evaluation, use the "Add Item" pulldown in the bar above.

Rubric Summary   Hide

Indiana School Counselor Rubric (v.2019)

Observations
None listed at this time

Domain 1: Academic Achievement (30.00%)   Hide | Hide Text | Hide Titles

1.1 The School Counselor Utilizes Data To Monitor Student Achievement And Works Collaboratively With Stakeholders To Enhance Student Success.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.

1.2 The School Counselor Demonstrates Knowledge Of Current Trends In Student Development And Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.

1.3 The School Counselor Supports All Students In Making Decisions, Setting Goals And Taking Appropriate Action To Achieve Goals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective

for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.	coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.

1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.

1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.

1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.

Domain 2: Student Assistance Services (20.00%)   Hide | Hide Text | Hide Titles

2.1 The School Counselor Assists All Students In Acquiring The Attitudes, Knowledge And Interpersonal Skills To Help Them Understand And Respect Self And Others.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.

2.2 The School Counselor Facilitates All Students' Understanding Of Safety And Survival Skills And Implements Prevention Programming To Support Students' Healthy Physical, Social, Emotional, And Academic Development Including Stakeholder Collaboration.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.

2.3 The School Counselor Provides Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, And Referrals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.

2.4 The School Counselor Provides Services To All Students, Fostering A Clear Understanding Of Diversity, Ethnicity, And Culture.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

Domain 3: Career Development (20.00%)   Hide | Hide Text | Hide Titles

3.1 The School Counselor Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.

3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor helps all students understand the relationship	The school counselor helps all students understand the relationship	The school counselor rarely helps students understand the relationship	The school counselor does not help students understand the relationship

between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.

between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.

between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.

between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.

3.3 The School Counselor Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.

3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

Domain 4: Professional Leadership (30.00%)   Hide | Hide Text | Hide Titles

4.1 The School Counselor Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.

4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor provides consistent and effective leadership	The school counselor provides consistent and effective leadership	The school counselor inconsistently provides leadership, but may not	The school counselor provides no leadership—either formal or

in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	in the school counseling program and the school.	follow through appropriately or may not demonstrate an effective leadership style.	informal—in the counseling department, the school setting, or the community.

4.3 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.

4.4 The School Counselor Adheres To Ethical Standards Of The Counseling Profession, Respects Student Confidentiality, And Follows The Laws, Policies, And Procedures, Which Govern School Programs.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.

4.5 The School Counselor Plans, Organizes And Delivers An Effective Comprehensive School Counseling Program (Within The Resources Of The School And Corporation).

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.

4.6 The School Counselor Provides Systems Support By Effectively Managing The School Counseling Program, As Well As Supporting Other Educational Programs And Student Services.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.

students with school personnel,
parents, and community agencies.

Domain 5: Core Professionalism (Special Weighting)

5.1 Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences	Individual has demonstrated a pattern of unexcused absences

5.2 On-time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

5.3 Policies and Procedures

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

5.4 Respect

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Madison-Grant
S2S PROCESS

Elementary Version

Beginning 2022-2023 Academic Year

S2S ESSENTIAL QUESTION RUBRIC (Fall & Spring)

S2S Essential Question Process

Directions: The teacher and evaluators will meet two times during the school year - after Quarter 1 and toward the end of Quarter 4. A rating will be given after each S2S meeting with feedback provided by the evaluator. Both evaluator and teacher shall sign and date after each meeting.

QUESTION	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 IMPROVEMENT NECESSARY	1 INEFFECTIVE
RESPONSIVE INSTRUCTION THROUGH DATA INFORMED DECISIONS 1. Other than standardized assessments we do as a district, what assessment data have you used to measure student learning and mastery outcomes? How have you adjusted your teaching to ensure differentiated instruction to meet the needs of all students (special education, high ability)?	Teacher presents evidence of ☐ NWEA ☐ mClass (Park) ☐ F&P Benchmarks (Park & Summitville) ☐ Critical Standards Data – Literacy (S'ville) ☐ Critical Standards Data – Math (S'ville) ☐ IEP Goals/Progress Monitoring (Sp. Ed.) ☐ LAMP formative assessment (Fine Arts) In presenting data, teacher clearly communicates how the assessment data has been regularly used in the classroom to help students achieve mastery learning. Teacher has identified students and clearly presents evidence of regularly adjusting instruction or classroom practices to meet the needs of all students. Instruction is compliant with IEPs and 504 plans and includes frequent adjustments for students with ☐ advanced needs ☐ reading deficits needs beyond those in the IEP or 504 plan	Teacher presents evidence of ☐ NWEA ☐ mClass (Park) ☐ F&P Benchmarks (Park & Summitville) ☐ Critical Standards Data – Literacy (S'ville) ☐ Critical Standards Data – Math (S'ville) ☐ IEP Goals/Progress Monitoring (Sp. Ed.) ☐ LAMP formative assessment (Fine Arts) In presenting data, teacher clearly communicates how the assessment data has been used in the classroom to help students achieve mastery learning. Teacher has identified some students and presents some evidence of adjusting instruction or classroom practices to meet the needs of all students. Instruction is compliant with IEPs and 504 plans but includes few adjustments for some students with ☐ advanced needs ☐ reading deficits	Teacher presents evidence of ☐ NWEA ☐ mClass (Park) ☐ F&P Benchmarks (Park & Summitville) ☐ Critical Standards Data – Literacy (S'ville) ☐ Critical Standards Data – Math (S'ville) ☐ Rasinski Fluency ☐ IEP Goals/Progress Monitoring (Sp. Ed.) ☐ LAMP formative assessment (Fine Arts) In presenting data, teacher may not clearly indicate how data is used to help all students reach learning mastery. Teacher does not present evidence of awareness of student circumstances or needs. Teacher presents little evidence of adjusting instruction or classroom practices to meet the needs of all students. Instruction is compliant with IEPs and 504 plans but includes few adjustments for some students with ☐ advanced needs ☐ reading deficits	Teacher presents limited or no evidence of ☐ NWEA ☐ mClass (Park) ☐ F&P Benchmarks (Park & Summitville) ☐ Critical Standards Data – Literacy (S'ville) ☐ Critical Standards Data – Math (S'ville) ☐ IEP Goals/Progress Monitoring (Sp. Ed.) ☐ LAMP formative assessment (Fine Arts) In presenting data, teacher does not clearly indicate how data is used to help all students reach learning mastery. Teacher does not present evidence of awareness of student circumstances or needs. Teacher presents no evidence of adjusting instruction or classroom practices to meet the needs of all students.

INSTRUCTION through TECHNOLOGY / ENVIRONMENTAL IMPACT				
INSTRUCTION through TECHNOLOGY 2. How are students using technology to think critically by exploring and solving real-world and open-ended problems?	Teacher provides frequent opportunities within units of study to use technology to think critically by exploring and solving real-world and open-ended problems. ☐ Students engage in critical thinking activities within an LMS and Google Apps ☐ Students communicate in purposeful ways within Google Classroom on new and/or previous learning. ☐ Students access multiple sources as means of exploring and collecting information ☐ Students ethically use information from a variety of sources and information	Teacher provides some opportunities within units of study to use technology to think critically by exploring and solving real-world and open-ended problems. ☐ Students engage in critical thinking activities within an LMS and Google Apps ☐ Students communicate in purposeful ways within Google Classroom on new and/or previous learning. ☐ Students access multiple sources as means of exploring and collecting information ☐ Students ethically use information from a variety of sources and information	Teacher provides one opportunity within units of study to use technology to think critically by exploring and solving real-world and open-ended problems. ☐ Students engage in critical thinking activities within an LMS and Google Apps ☐ Students communicate in purposeful ways within Google Classroom on new and/or previous learning. ☐ Students access multiple sources as means of exploring and collecting information ☐ Students ethically use information from a variety of sources and information	Teacher provides no opportunities within units of study to use technology to think critically by exploring and solving real-world and open-ended problems.
ENVIRONMENTAL IMPACT 3. How have you adjusted your classroom practices to account for outside factors impacting students' success? (attendance, behavior, poverty, etc.)	Teacher presents ample evidence of measures put in place to ensure that all students are successful and achieve mastery. ☐ Teacher is aware of classroom factors, which may contribute to student struggle or failure and has implemented changes accordingly. ☐ Teacher presents efforts to include the struggling students, their families and appropriate school personnel in an established plan to help the student improve.	Teacher presents sufficient evidence of measures put in place to ensure that all students are successful and achieve mastery. ☐ Teacher is aware of classroom factors, which may contribute to student struggle or failure and has a plan for making changes accordingly. ☐ Teacher presents efforts to contact the struggling students, their families and appropriate school personnel to make all aware of the concern but may not establish a plan. ☐ Teacher presents awareness of student factors contributing to failure.	Teacher presents limited evidence of measures put in place to ensure that all students are successful and achieve mastery. ☐ Teacher has limited awareness of factors, which may contribute to student struggle or failure but has not plan for making changes accordingly. ☐ Teacher presents some effort of having communicated concerns to the struggling students but may not have included family or other appropriate school personnel in the communication. ☐ Teacher presents awareness of student	Teacher presents no evidence of measures put in place to ensure that all students are successful and achieve mastery. ☐ In S2S conference, teacher may only present awareness of student factors contributing to failure. ☐ Teacher is unaware of classroom factors, which may contribute to student struggle or failure and therefore has not planned to make changes or made changes thus far.

☐ Teacher presents awareness of student factors contributing to failure.	factors contributing to failure.

Teacher Signature I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____   Date: _____

Evaluator Signature I have met with this teacher to discuss the information on this form and provided a copy.

Signature: _____   Date: _____

Goal Setting Directions

Directions: All teachers will complete this step. You will select ONE CLASS of students for the course for a yearlong course. If you have a one-semester course, you will select two classes - one for each semester.

Step 1	Step 2	Step 3
Take your roster of students for one class, and consider the data you have to understand the level of preparedness for students in your class. This could be a pre-test, data from a previous test, knowledge of grades in previous class, or observations. You will be asked to document your reason for placing students in a particular group.	Place students according to the level of preparedness. "Low Level" indicates that students lack the prerequisite skills to succeed in your class; these students will need added support and possible remediation. "Medium Level" indicates that students have a typical level of preparedness for your class. "High Level" indicates that students likely have already mastered some or much of the content in your class or will quickly be able to learn the new skills and concepts; these students will need enrichment or challenge opportunities.	Draft goals across performance levels. Example - 80% of students will score an 85/100 or above on the end of course assessment; "Highly Effective": 90% of students will score an 85/100 or above, etc). Give the **PARTS F & G** to your primary evaluator.

Student Preparedness

Evidence used to determine student preparedness:

Low Preparedness	Medium Preparedness	High Preparedness

Total Number: Total Number: Total Number:

Class Goal

Teacher(s):

Evaluator Name:

Assessment Name:

Mastery Score/Total Possible Points:

Grade Level/Subject:

Period:

Mastery Score/Total Points

EXAMPLE - 80% of students will score an 85/100 or above on the... assessment; 18/20 students will increase their .... score by 10% or more; 22/25 students will receive the mastery score on the blank assessment

	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 IMPROVEMENT NECESSARY	1 INEFFECTIVE
CLASS GOAL RUBRIC	A "Highly Effective" teacher should have all students in the high and medium levels of preparedness and most of the students in the low level of preparedness achieve content mastery.	An "Effective" teacher should have all students in the high level, almost all students in the medium level, and many students in the low level of preparedness achieve content mastery.	An "Improvement Necessary" teacher should have most students in the high and medium, and few students in the low level of preparedness achieve content mastery.	An "Ineffective" teacher should have few or no students in the high, medium, and low level of preparedness achieve content mastery.
CLASS GOAL				

Evaluator Class Goal Approval Signature Page

The teacher and evaluator agree that the above class goals and the rubric will be used in the S2S evaluation process.

Signature of Teacher:	Date:
Signature of Evaluator:	Date:

DETERMINE FINAL RATING (SPRING - END OF YEAR)

PART I - Determining A Final Rating for the S2S Process

Directions: The teacher and evaluators will meet to determine the final rating for the S2S Process in May unless the teacher otherwise agrees. The final rating for the S2S Process shall be calculated as part of the agreed upon MG Evaluation Plan using the agreed upon percentages in weighting the S2S Process.

Average rating 1-4 for Fall Meeting for the S2S Essential Question Rubric. Each of the three rubric categories is weighted equally.	#1 - S2S Rubric Rating 1 Fall:
Average rating 1-4 for Spring Meeting for the S2S Essential Question Rubric. Each of the three rubric categories is weighted equally.	#2 - S2S Rubric Rating 2 Spring:
Rating 1-4 for the Class Goal as written and agreed upon by teacher and evaluator ☐ One rating 1-4 for year-long classes ☐ Two ratings semester averaged together for semester-long classes to produce one rating 1-4 ☐ If students enter or leave a class used for the goal, two calculations toward meeting class goal will be made 1) the original percentage including any new students in the class for a majority of the time period and 2) a calculation will be made with the original percentage and only original students. The calculation most favorable to the teacher will be used. The original percentage when calculated in student numbers will round up or down in whatever manner most benefits the teacher. (85% of 22 students = 18.7 students = 18 students)	#3 - Class Goal Rating:
FINAL S2S PROCESS RATING	[#1 + #2 + #3]/3 = Final S2S Process Rating:

S2S Final Rating Signature Pages

Fall Meeting

Teacher	Evaluator Name
S2S Rating Numerical	S2S Rating Category

Teacher and evaluator sign to indicate that they have discussed the above S2S Rating with opportunities given for asking questions and providing feedback.

Signature of Teacher:	Date:
Signature of Evaluator:	Date:

Spring Meeting

Teacher	Evaluator Name
S2S Rating Numerical	S2S Rating Category

Teacher and evaluator sign to indicate that they have discussed the above S2S Rating with opportunities given for asking questions and providing feedback.

Signature of Teacher:	Date:
Signature of Evaluator:	Date:

FINAL S2S PROCESS RATING MEETING

Teacher	Evaluator Name
Fall S2S Numerical Rating	Spring S2S Numerical Rating
Class Goal Rating	
FINAL S2S Process Rating Numerical	**FINAL S2S Process Rating Category**

Teacher and evaluator sign to indicate that they have discussed the above S2S FINAL PROCESS RATING with opportunities given for asking questions and providing feedback.

Signature of Teacher:	Date:
Signature of Evaluator:	Date:

MADISON-GRANT

S2S PROCESS

Junior & Senior High Version

Beginning 2022-2023 Academic Year

TABLE OF CONTENTS

S2S PROCESS REVISED

SUMMARY & ADDITIONS

The process will closely follow the current S2S process with two additions:

☐ the assignment of a score at each meeting through a rubric focusing on the S2S Essential Question

    *S2S ESSENTIAL QUESTION RUBRIC (Part A) - **This will be 2/3 of the final S2S rating.***

☐ the assignment of a score at the end of the course based on previously agreed upon achievement or progress goal for one class of students

    *APPROVED CLASS ASSESSMENT GOAL (Part B-H) - **This will be 1/3 of the final S2S rating.***

It is necessary to add a rubric to assign a rating for the answers to the S2S questions and for a student mastery learning goal to be added to be consistent with the current Madison-Grant Evaluation System while respecting the requirements of teacher evaluation in Indiana. A final rating will be assigned at the end of the year. See *DETERMINE FINAL RATING (Part I)* form.

S2S TIMELINE

Beginning of Year Assessment Approval & Goal Setting - Prior to Labor Day; Early February for 2nd Semester courses The teacher will establish a goal based on a standardized or an approved school-based assessment for one class of students for the term of the course. Teachers with only one-semester classes will set a second goal in January with the average of the two ratings being used in the final evaluation. The administrator will approve the goal and assessment to be used by the end of August. See the *APPROVED CLASS ASSESSMENT GOAL*.
Fall Meeting - After Quarter 1 The teacher and evaluator will meet to review and assign ratings according to the *S2S ESSENTIAL QUESTION RUBRIC*.
Spring Meeting - Ending Quarter 4 The teacher and evaluator will meet to determine final ratings according to the *APPROVED CLASS ASSESSMENT GOAL*. A final rating will be assigned at the end of the year. The final rating will be used for the overall evaluation process. See *DETERMINE FINAL RATING* form.

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S2S ESSENTIAL QUESTION PROCESS (Fall & Spring)

Part A - S2S Essential Question Rubric

Directions: The teacher and evaluators will meet two times during the school year - after Quarter 1 and toward the end of Quarter 3. A rating will be given after each S2S meeting with feedback provided by the evaluator. Both evaluator and teacher shall sign and date after reviewing the ratings and the feedback provided.

QUESTIONS	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 IMPROVEMENT NECESSARY	1 INEFFECTIVE
RESPONSIVE INSTRUCTION THROUGH DATA INFORMED DECISIONS 1. Other than standardized assessments we do as a district, what assessment data have you used to measure student learning and mastery outcomes? How have you adjusted your teaching to ensure differentiated instruction to meet the needs of all students (special education, high ability)?	Teacher presents evidence of ☐ NWEA (if available) ☐ Daily Formative Assessments ☐ Weekly Formative Assessments ☐ Summative Assessments ☐ Pre/Post Test Data In presenting data, teacher clearly communicates how the assessment data has been regularly used in the classroom to help students achieve mastery learning. Teacher has identified students and clearly presents evidence of regularly adjusting instruction or classroom practices to meet the needs of all students. Instruction is compliant with IEPs and 504 plans and includes frequent adjustments for students with ☐ Advanced needs ☐ Reading deficits Needs beyond those in the IEP or 504 plan	Teacher presents evidence of ☐ NWEA (if available) ☐ Weekly Formative Assessments ☐ Summative Assessments ☐ Pre/Post Test Data In presenting data, teacher clearly communicates how the assessment data has been used in the classroom to help students achieve mastery learning. Teacher has identified some students and presents some evidence of adjusting instruction or classroom practices to meet the needs of all students. Instruction is compliant with IEPs and 504 plans but includes few adjustments for some students with ☐ Advanced needs ☐ Reading deficits	Teacher presents evidence of ☐ NWEA (if available) ☐ Summative Assessments Teacher has limited evidence of ☐ Pre/Post Test Data In presenting data, teacher clearly indicate how data is used to help all students reach learning mastery. Teacher does not present evidence of awareness of student circumstances or needs. Teacher presents little evidence of adjusting instruction or classroom practices to meet the needs of all students. Instruction is compliant with IEPs and 504 plans but includes few adjustments for some students with ☐ Advanced needs Reading deficits	Teacher presents limited or no evidence of ☐ NWEA (if available) ☐ Summative Assessments Teacher has little or no evidence of ☐ Pre/Post Test Data In presenting data, teacher does not clearly indicate how data is used to help all students reach learning mastery. Teacher does not present evidence of awareness of student circumstances or needs. Teacher presents no evidence of adjusting instruction or classroom practices to meet the needs of all students.

INSTRUCTION through TECHNOLOGY 2. How are students using technology to think critically by exploring and solving real-world and open-ended problems?	Teacher provides frequent opportunities within units of study to use technology to think critically by exploring and solving real-world and open-ended problems. ☐ Students engage in critical thinking activities within an LMS and Google Apps ☐ Students communicate in purposeful ways within Google Classroom on new and/or previous learning. ☐ Students access multiple sources as means of exploring and collecting information Students ethically use information from a variety of sources and information	Teacher provides some opportunities within units of study to use technology to think critically by exploring and solving real-world and open-ended problems. ☐ Students engage in critical thinking activities within an LMS and Google Apps ☐ Students communicate in purposeful ways within Google Classroom on new and/or previous learning. ☐ Students access multiple sources as means of exploring and collecting information ☐ Students ethically use information from a variety of sources and information	Teacher provides one opportunity within units of study to use technology to think critically by exploring and solving real-world and open-ended problems. ☐ Students engage in critical thinking activities within an LMS and Google Apps ☐ Students communicate in purposeful ways within Google Classroom on new and/or previous learning. ☐ Students access multiple sources as means of exploring and collecting information ☐ Students ethically use information from a variety of sources and information	Teacher provides no opportunities within units of study to use technology to think critically by exploring and solving real-world and open-ended problems.
ENVIRONMENTAL IMPACT How have you adjusted your classroom practices or instruction to account for outside factors or unusual life circumstances impacting student success?	Teacher presents <u>ample</u> evidence of measures put in place to ensure that all students are successful and achieve mastery. ☐ Teacher has students establish a goal for passing or excelling in class and regularly creates opportunities for students to check progress toward the goal. ☐ Teacher is aware of classroom factors which may contribute to student struggle or failure and provides evidence that the teacher has	Teacher presents <u>sufficient</u> evidence of measures put in place to ensure that all students are successful and achieve mastery. ☐ Teacher has students establish a goal for passing or excelling in class but may not have students check progress toward the goal. ☐ Teacher is aware of classroom factors which may contribute to student struggle or failure and has a plan for making changes accordingly.	Teacher presents <u>limited</u> evidence of measures put in place to ensure that all students are successful and achieve mastery. ☐ Teacher may not have students establish goals for passing classes and has no plan for having students check progress toward the goal. ☐ Teacher has limited awareness of factors which may contribute to student struggle or failure but has no plan for making changes accordingly.	Teacher presents <u>no</u> evidence of measures put in place to ensure that all students are successful and achieve mastery. ☐ In S2S conference, teacher may only present awareness of student factors contributing to failure. ☐ Teacher is unaware of classroom factors which may contribute to student struggle or failure and therefore has not planned

implemented changes accordingly. ☐Teacher presents documented efforts to include the struggling students, their families and appropriate school personnel in an established plan to help the student improve. ☐Teacher presents awareness of student factors contributing to failure.	☐Teacher presents documented efforts to contact the struggling students, their families and appropriate school personnel to make all aware of the concern, but may not establish a plan. ☐Teacher presents awareness of student factors contributing to failure.	☐Teacher presents some documented effort of having communicated concerns to the struggling students but may not have included family or other appropriate school personnel in the communication. ☐Teacher presents awareness of student factors contributing to failure.	to make changes or made changes thus far.

APPROVED CLASS ASSESSMENT GOAL

Part B - PRE-APPROVED ASSESSMENTS

If you are using a standardized measure listed on the pre-approved assessment chart, continue to PART E. If your course does not offer a pre-approved assessment, continue reading after the chart.

Pre-Approved Assessment Chart	MG Junior High	MG High School
	ISTEP+ NWEA	AP Exams ECA Exams Dual Credit College Provided Finals Presidential Test of Physical Fitness NWEA

SCHOOL-BASED ASSESSMENT APPROVAL CHECKLIST

If you do not have a pre-approved assessment, you (or your department) will need to have one approved. **Departments will use common assessments for each course. Only one copy of the common assessment needs to be approved for all teachers to use it. Assessments may be traditional, projects, portfolios or of other types, but they must be cumulative and standards-based. All materials associated with the school-based assessment must be submitted for approval.** Your evaluator will follow the checklist below in approving your school-based assessment. Consider the checklist below and adjust your assessment accordingly. Your evaluator will provide you feedback if your assessment needs to be changed for approval. Once an assessment is school-based approved, it remains approved unless you (or your department) modify it.

After you develop your school-based assessment, submit it to your evaluator who will complete the checklist below.

Assessment Approval Checklist for School-Based Assessments

Criterion	Considerations	Satisfied	Notes
Alignment & Stretch	Items/tasks cover key subject/grade-level content standards.		
	Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life.		
	Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course		
	More complex and more important items/tasks have more weight (count more)		
Rigor & Complexity	Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course - appropriate DOK and reading level (See DOK Chart)		
	Many items/tasks require critical thinking and application		
	Multiple-choice questions are appropriately rigorous or complex (e.g. multi-step)		
	Key content standards are assessed at greater depths of understanding and/or complexity		
Format Captures Mastery	Items/tasks are written clearly.		
	Priority standards are assessed across multiple items/tasks		

PART B2 - SCHOOL-BASED ASSESSMENT APPROVAL SIGNATURE PAGE

Item types and length of the assessment are appropriate for the subject/grade level		
Tasks, projects and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery		

Teacher(s):

Evaluator Name:

Assessment Name:

Grade Level/Subject:

Period:

Mastery Score/Total Points Possible:

I approve of this assessment/task and any accompanying rubrics without further change. The content mastery score represents a rigorous target for student achievement based on the assessment.	
Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.	

Teacher understands that if this assessment is changed in any manner that the evaluator must reapprove it. The evaluator and teacher agree that the assessment, once approved, remains approved for setting goals toward the S2S.

Signature of Teacher:		Date:
Signature of Evaluator:		Date:

PART C - Goal Setting Directions

Directions: All teachers will complete this step. You will select ONE CLASS of students for the course for a yearlong course. If you have a one-semester course, you will select two classes - one for each semester.

Step 1	Step 2	Step 3
Take your roster of students for one class, and consider the data you have to understand the level of preparedness for students in your class. This could be a pre-test, data from previous test, knowledge of grades in previous class, or observations. You will be asked to document your reason for placing students in a particular group.	Place students according to the level of preparedness. "Low Level" indicates that students lack the prerequisite skills to succeed in your class; these students will need added support and possible remediation. "Medium Level" indicates that students have a typical level of preparedness for your class. "High Level" indicates that students likely have already mastered some or much of the content in your class or will quickly be able to learn the new skills and concepts; these students will need enrichment or challenge opportunities.	Draft goals across performance levels. Example - 80% of students will score an 85/100 or above on the end of course assessment; "Highly Effective": 90% of students will score an 85/100 or above, etc). Give the **PARTS F & G** to your primary evaluator.

PART D - Student Preparedness

Evidence used to determine student preparedness:

<u>Low Preparedness</u>	<u>Medium Preparedness</u>	<u>High Preparedness</u>
Total Number:	Total Number:	Total Number:

PART E - Class Goal

Teacher(s):

Evaluator Name:

Assessment Name:

Grade Level/Subject:

Period:

Mastery Score/Total Points

Mastery Score/Total Possible Points:

EXAMPLE - 80% of students will score an 85/100 or above on the ... assessment; 18/20 students will increase their .... score by 10% or more; 22/25 students will receive the mastery score on the blank assessment

	4 HIGHLY EFFECTIVE	3 EFFECTIVE	2 IMPROVEMENT NECESSARY	1 INEFFECTIVE
CLASS GOAL RUBRIC	A "Highly Effective" teacher should have all students in the high and medium levels of preparedness and most of the students in the low level of preparedness achieve content mastery.	An "Effective" teacher should have all students in the high level, almost all students in the medium level, and many students in the low level of preparedness achieve content mastery.	An "Improvement Necessary" teacher should have most students in the high and medium, and few students in the low level of preparedness achieve content mastery.	An "Ineffective" teacher should have few or no students in the high, medium, and low level of preparedness achieve content mastery.
CLASS GOAL				

PART F - Evaluator Class Goal Approval Signature Page

The teacher and evaluator agree that the above class goals and the rubric will be used in the S2S evaluation process.

Signature of Teacher:	Date:
Signature of Evaluator:	Date:

DETERMINE FINAL RATING (SPRING - END OF YEAR)

PART G - Determining A Final Rating for the S2S Process

Directions: The teacher and evaluators will meet determine the final rating for the S2S Process in May unless the teacher otherwise agrees. The final rating for the S2S Process shall be calculated in as part of the agreed upon MG Evaluation Plan using the agreed upon percentages in weighting the S2S Process.

Average rating 1-4 for Fall Meeting for the S2S Essential Question Rubric. Each of the three rubric categories is weighted equally.	#1 - S2S Rubric Rating 1 Fall:
Average rating 1-4 for Spring Meeting for the S2S Essential Question Rubric. Each of the three rubric categories is weighted equally.	#2 - S2S Rubric Rating 2 Spring:
Rating 1-4 for the Class Goal as written and agreed upon by teacher and evaluator ☐ One rating 1-4 for year-long classes ☐ Two ratings semester averaged together for semester-long classes to produce one rating 1-4 ☐ If students enter or leave a class used for the goal, two calculations toward meeting class goal will be made 1) the original percentage including any new students in the class for a majority of the time period and 2) a calculation will be made with	#3 - Class Goal Rating:

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the original percentage and only original students. The calculation most favorable to the teacher will be used. The original percentage when calculated in student numbers will round up or down in whatever manner most benefits the teacher. (85% of 22 students = 18.7 students = 18 students)

FINAL S2S PROCESS RATING	[#1 + #2 + #3]/3 = Final S2S Process Rating:

PART H - S2S Final Rating Signature Pages

Fall Meeting

Teacher	Evaluator Name
S2S Rating Numerical	S2S Rating Category

Teacher and evaluator sign to indicate that they have discussed the above S2S Rating with opportunities given for asking questions and providing feedback.

Signature of Teacher:	Date:
Signature of Evaluator:	Date:

Spring Meeting

Teacher	Evaluator Name
S2S Rating Numerical	S2S Rating Category

Teacher and evaluator sign to indicate that they have discussed the above S2S Rating with opportunities given for asking questions and providing feedback.

Signature of Teacher:	Date:
Signature of Evaluator:	Date:

FINAL S2S PROCESS RATING MEETING

Teacher	Evaluator Name
Fall S2S Numerical Rating	Spring S2S Numerical Rating
Class Goal Rating	**FINAL S2S Process Rating Category**
FINAL S2S Process Rating Numerical	

Teacher and evaluator sign to indicate that they have discussed the above S2S FINAL PROCESS RATING with opportunities given for asking questions and providing feedback.

Signature of Teacher:	Date:
Signature of Evaluator:	Date:

Madison-Grant United School Corporation
Virtual Preparatory Academy of Indiana at Madison-Grant, Grades K-12
September 2022

Dr. Scott A. Deetz
Corporation #2825

Virtual Prep Academy of Indiana at Madison-Grant

Teacher Evaluation Rubric

The certified staff of VPREP Indiana will use the attached rubric as their TER.

Evaluations timelines and frequency will follow timelines set forth by the MGUSC evaluation plan.

At this time, the TER will 100% calculate the overall evaluation score for all certified staff.

**

Selected Bibliography of Standards

The National Standards for Quality Online Learning (NSQ). (2019). National Standards for Quality Online Teaching. https://www.nsqol.org/the-standards/quality-online-teaching.

Domain 1: Purposeful Planning (20%)

1.1 The online teacher customizes instruction to personalize the learning experience based on performance and assessment data and learner need

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates a variety of differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND individualized student instruction.	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR individualized student instruction, but not all of the above	Teacher rarely or never uses prior assessment data when planning.

1.2 The online teacher enables a learner-customized pace and/or path through instruction aligned with learners' individual goals, learning trajectories, and interest:

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates a variety of differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher individualizes student learning goals based upon assessment data and modifies instruction to accommodate for learners' goals, learning trajectories, and interests.	Teacher often individualizes student learning goals, but rarely differentiates the delivery of the content to the student.	Teacher rarely or never uses learner customized pace and or path.
Teacher also includes Learning Coach in the planning and execution of learners' goals when applicable.	Teacher includes benchmarks to help monitor learning and inform interventions throughout the year.	Does not include benchmarks to help monitor or inform instruction or interventions throughout the year.	

1.3 The online teacher assures alignment between the assignments, assessments, and standards-based learning goals

Highly Effective	Effective	Improvement Necessary	Ineffective
Teacher created assignments and assessments clearly demonstrate an understanding of standards based learning goals. Content is created, edited, and omitted to ensure alignment.	The teacher reviews formative and summative assessments and tracks items that do not align with content and need to be removed or revised.	Teacher presents content only as presented without attention to standards-based learning goals.	Teacher presents content that is not provided nor aligned with standards based learning goals.
	Teacher allocates an appropriate amount of time for each unit of instruction.		

1.4 The online teacher uses a formative approach to lesson design, The online teacher implements a variety of assessments that accurately measure learner proficiency

Highly Effective	Effective	Improvement Necessary	Ineffective
At level 4, the teacher fulfills the criteria for level 3 and additionally:	The online teacher utilizes a variety of assessments to measure learner progress. Learner feedback through polls or surveys can be used as evidence of instructional needs.	The teacher offers formative opportunities but does not adjust instruction or support due to results.	Teacher does not create formative assessment opportunities.
Elicits feedback and makes revision to the online instruction and course.	Learning is a dynamic process; if the online teacher realizes a learner hasn't mastered a topic, then he or she reteaches it.		
The teacher also keeps the learning coach apprised of student performance in the formative assessments and communicates the lesson plan design.			

2.1 The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates a variety of tools that demonstrates a understanding of individualized learning styles and needs.	The online teacher selects and uses a variety of tools for communication, including tools used to explain content, develop conceptual understanding, deepen social interaction, and develop an online social presence.	The online teacher uses minimal tools and does not seek out additional ways to explain content, develop understanding, deepen interaction or develop social presence.	
Teacher also provides support and training to the learning coach to help support student achievement through a variety of tools.	The online teacher needs to understand the connection between using tools and building meaningful relationships with learners (presence) in order to support achievement and persistence.	The online teacher does not meet the minimum expectation for synchronous or asynchronous instruction.	
Teacher continually seeks opportunities to find new and innovative tools to support achievement and student growth.	The online teacher demonstrates meaningful relationships with learners (presence) through the use of specific tools in order to support achievement and persistence.		

2.2 The online teacher employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.

Highly Effective	Effective	Improvement Necessary	Ineffective
At level 4, a teacher fulfills the criteria for level 3 and additionally creates differentiated opportunities for learner-centered instructional opportunities.	The online teacher fosters collaboration among learners through a variety of instructional strategies regularly in his or her classroom. Examples include small group work, collaborative projects, and inquiry based activities.	Teacher provides learner-centered strategies occasionally.	Teacher fails to provide learner-centered opportunities in his or her classroom.
The online teacher monitors digital software and reports to monitor students that may not be participating to provide assistance.	The online teacher models digital citizenship to leverage collaboration with students.		
	The online teacher creates opportunities for students to drive the instructional process through exploration and inquisition.		

2.3 The online teacher promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.

Highly Effective	Effective	Improvement Necessary	Ineffective

Highly Effective	Effective	Improvement Necessary	Ineffective
The online teacher follows up with active online discussions, posing deeper questions to push learners' thinking forward.	The online teacher creates opportunities in a collaborative environment to ask higher order questions and allows for collaborative interaction among learners.	The online teacher rarely creates opportunities in a collaborative environment to ask higher order quetions and allows for collaborative interaction among learners.	The online teacher does not create opportunities in a collaborative environment to ask higher order questions and allows for collaborative interaction among learners.
	The online teacher creates a safe space for learners to extend themselves and take risks as they master content collaboratively with one another.		

2.4 The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally shares information with learning coaches about how data is being used.	The online teacher uses a mastery dashboard to keep track of whether learners need remediation, are near mastery, or have achieved mastery (as well as what defines an individual's level of mastery based on growth). Data from the dashboard are used to determine who needs 1-1 sessions with the instructor, learner grouping, etc.	The teacher rarely accesses or utilizes data to make decisions for learners.	The teacher does not access or utilizes data to make decisions for learners.
Teachers also utilize data to create alternate activities to increase engagement, understanding, or student performance.	The online teacher uses activity data with the course LMS or dashboard to identify how often a learner logs into the system and what areas/objectives the learner is spending instructional time on. This data helps the teacher in a goal-setting consultation with the learner.		
	The online teacher works with his or her campus instructional design and data departments to extract useful, actionable data from the LMS regarding learner behavior.		

2.5 The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.

Highly Effective	Effective	Improvement Necessary	Ineffective
	The online teacher provides actionable, specific, and timely feedback.	The online teacher fails to provide actionable, specific and timely feedback.	
	As the content expert, the online teacher is responsible for helping learners to master the course content via flexible and interactive instruction, tutoring, and personalized feedback.		

2.6 The online teacher communicates frequently with stakeholders regarding learner progress and strategies for supporting learner engagement

Highly Effective	Effective	Improvement Necessary	Ineffective
The online teacher exceeds weekly communication requirements with learning coaches and students.	As the course facilitator, the online teacher is responsible for communicating with all of the stakeholders regarding the learner's progress and strategies for supporting the learner.	The teacher communicates, but not at expected frequency.	The teacher does not communicate personally with students or learning coaches.
The online teacher uses a variety of communication tools to reach students and families.	Communication should be ongoing, open, proactive, and continuous. It should address both learner successes and challenges and be documented appropriately.	The teacher only communicates as a group and not personalized with students/Learning Coaches.	

2.7 The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The online teacher understands how assignments and assessments can be individualized to lead to student mastery of learning goals.	The online teacher demonstrates an understanding of the alignment between the assignments, assessments, and standards-based learning goals.	The onlines teacher utilizes appropriate curriculum but does not show a clear understanding of the relationship between the assignments, assessments and instructional goals.	The online teacher does not utilize appropriate content or curriculum in line with state standards and/or program provided curriculum.
The online teacher utilizes assessment results to adjust future instruction, assignments, and movement towards learning goals.	Instructional planning accounts for the continuous evaluation process, and course assessments demonstrate alignment with associated standards.		

Domain 3: Leadership and Professionalism (20%)

3.1 The online teacher is a reflective practitioner.

Highly Effective	Effective	Improvement Necessary	Ineffective
The online teacher finds new opportunities for growth and shares those findings with colleagues.	The online teacher is a reflective practitioner who continues to focus on his or her practice and finds opportunities for growth.	The online teacher takes part in the minimum requirement for practitioner growth.	The online teacher does not meet the minimum requirements for growth.
	The online teacher seeks out colleagues for feedback or suggestions on areas of practice that show room for growth.		

3.2 The online teacher contributes to school culture

Highly Effective	Effective	Improvement Necessary	Ineffective
The online teacher will go above and beyond to dedicate time for students and learning coaches to be successful.	The online teacher will dedicate time to helping and supporting students, families and colleagues in meeting the goals of the program.	The online teacher does not take the time necessary to support students and families.	
The online teacher seeks out leadership opportunities to provide support to other stakeholders to help them be successful in the program.	The online teacher will contribute ideas and expertise to further schools' mission and initiatives.		

3.3 Advocate for Student Success

Highly Effective	Effective	Improvement Necessary	Ineffective
The online teacher will advocate for students in his or her class, but also for all students in the school.	The online teacher will advocate for students' individual needs.	Teacher does not advocate for students.	Teacher rarely or never displays commitment to students. Teacher accepts failure as par for the course and does not advocate for students or attempt to remedy the situation.
Makes changes and takes risks to ensure student success.	Display commitment to the education of all of his/her students		
	Attempt to remedy obstacles around student achievement.		

3.4 Engage Families in Student Learning

Highly Effective	Effective	Improvement Necessary	Ineffective
An online teacher will seek out opportunities to build community with students and learning coaches in a variety of ways.	An online teacher will respond promptly to parent concerns.	The online teacher does not reach out to parents to engage them in student learning.	Teacher frequently does not respond to parent concerns.
An online teacher will seek out ways to remove obstacles from families and students that are struggling to connect with the program and learning experience.	Proactively reach out to parents in a variety of ways to engage them in student learning.		

Madison-Grant United School Corporation/ Principal Evaluation Model
September 2022

Dr. Scott A. Deetz, Superintendent
Corporation #2825

Madison-Grant United School Corporation/
Principal Evaluation Model
September 2022

Introduction

Regardless of model or system, evaluations must:

- **Be annual:** Every principal, regardless of experience, deserves meaningful performance feedback on an annual basis.
- **Focus on student growth and achievement:** Evaluations should be student-focused. First and foremost, an effective principal creates the conditions for all students to make academic progress. A thorough evaluation system includes multiple measures of principal performance, and growth and achievement data must be one of the key measures.
- **Include four rating categories:** To retain our best principals, we need a process that can truly differentiate the performance of our best school leaders, and give them the recognition they deserve. If we want all principals to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

The IDOE designed the RISE principal evaluation system based on four core beliefs about principals and evaluation, and we at MGUSC subscribe to the same views:

- **Principals matter.** There are two things that account for most of what schools contribute to increased student learning: teacher practice and principal practice. While individual teachers have the most significant impact on the students they serve, the school leadership plays a critical role in boosting teacher effectiveness and teacher satisfaction. Furthermore, research clearly points to principals as having a significant, independent effect on student learning.
- **The job of principals has changed.** Along with our understanding of the impact of principals, we have developed a more sophisticated understanding of the actions that principals take to drive higher levels of student achievement. RISE puts a premium on those actions in the evaluation of each and every principal.
- **Principal effectiveness needs to be recognized and emulated.** Unfortunately, many evaluations treat principals like interchangeable parts—rating nearly all principals the same and failing to give principals the accurate, useful feedback they need to do their best work in schools. We need to create an evaluation system that gives principals regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each principal's success in leading his or her school to higher levels of performance.

Performance Level Ratings

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

Highly Effective: A highly effective principal consistently exceeds expectations. This is a principal who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly-correlated with positive student learning outcomes. The students in the highly effective principal's school, on aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Effective: An effective principal consistently meets expectations. This is a principal who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly-correlated with positive student learning outcomes. The students in the effective principal's school, on aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Improvement Necessary: A principal who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a principal who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly-correlated with positive student learning outcomes. On aggregate, the students in the school of a principal rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Ineffective: An ineffective principal consistently fails to meet expectations. This is a principal who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly-correlated with positive student learning outcomes. The students in the ineffective principal's school, on aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components

The principal's role is a highly complex one, and our evaluation model relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a principal's performance. All principals will be evaluated on one major components:

Professional Practice: Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Indiana Principal Effectiveness Rubric. All principals will be evaluated in the domains of Teacher Effectiveness and Leadership Actions.

Evaluation of Other Administrators

The RISE Principal Evaluation and Development System (referred to simply as RISE through the rest of the document) was created with principals in mind and may not always be appropriate to use to evaluate other school or district administrators. Therefore at MGUSC, we have adopted other high quality materials/systems for other administrators or have adapted the RISE principal tools for use with other administrators.

Timeline for Principal Evaluation

Evaluation is an annual process and tracks the arc of the school year, as shown in the process below:

At the beginning of the year, the principal and evaluator meet for a beginning-of-year conference. This is an opportunity to discuss the principal's prior year performance and map out a plan for the year. Evaluators and principals should leave the conference with clarity on:

- The areas of practice that will be the focus for a principal's work and an evaluator's support throughout the year; and
- A plan for regular observation and feedback (with an understanding that the evaluator may visit unannounced as well).

Throughout the school year, the evaluator collects evidence, including two required direct observations and, preferably, numerous additional direct and indirect observations. Each of these observations is accompanied by feedback to the principal.

A strongly recommended but optional element is a **mid-year** conference that provides an opportunity for the evaluator and principal to discuss performance. Evaluators can prepare for this conference by reviewing observation notes and feedback to date.

Evaluators and principals meet for an **end-of-year** conference. This is an opportunity to review the principal's performance on all of the competencies of the Principal Effectiveness Rubric.

It is important to note that, depending on when all the data necessary for assigning a summative rating are available, either the beginning-of-year or end-of-year conference may serve as a summative conference. This is when the evaluator shares his/her summative rating of the principal, reviewing the principal's areas of strengths and development for the year.

Component 1: Professional Practice

MGUSC notes that the Principal Effectiveness Rubric was developed for four key purposes:

1. To shine a spotlight on great leadership: The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.

2. To provide clear expectations for principals: The rubric defines and prioritizes the actions in which effective principals must engage to lead breakthrough gains in student achievement.

3. To help principals and their managers identify areas of growth and development: The rubric provides clear language differentiating levels of performance, so that principals can assess their own performance and identify priority areas for improvement in their practice.

4. To support a fair and transparent evaluation of effectiveness: The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings.

MGUSC has adopted the Principal Effectiveness Rubric in its entirety. We have fully trained our principals in the MGUSC Quality Walkthrough Tool (you can view this tool and a crosswalk with the Teacher Effectiveness Rubric by viewing our Teacher Evaluation Plan). We have added many more very specific and evidence-based practices that our teachers are expected to implement and that our principals are trained and highly skilled at identifying during their observations.

Summative Principal Evaluation Scoring

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

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

The table below shows the points associated with each performance level on each of these measures.

Principal Effectiveness Rubric	Category	Points
	Highly Effective	4
	Effective	3 or 3.5
	Improvement Necessary	2 or 2.5
	Ineffective	1 or 1.5

Weighting of Measures

Observations account for 100% of the final score.

We have adapted the RISE Principal Metrics and RISE Principal Summative Rating Forms in accordance with the changes discussed in this document.

Appendix 1: Details Regarding MGUSC Principal Metrics and Summative Scoring

Review of Components

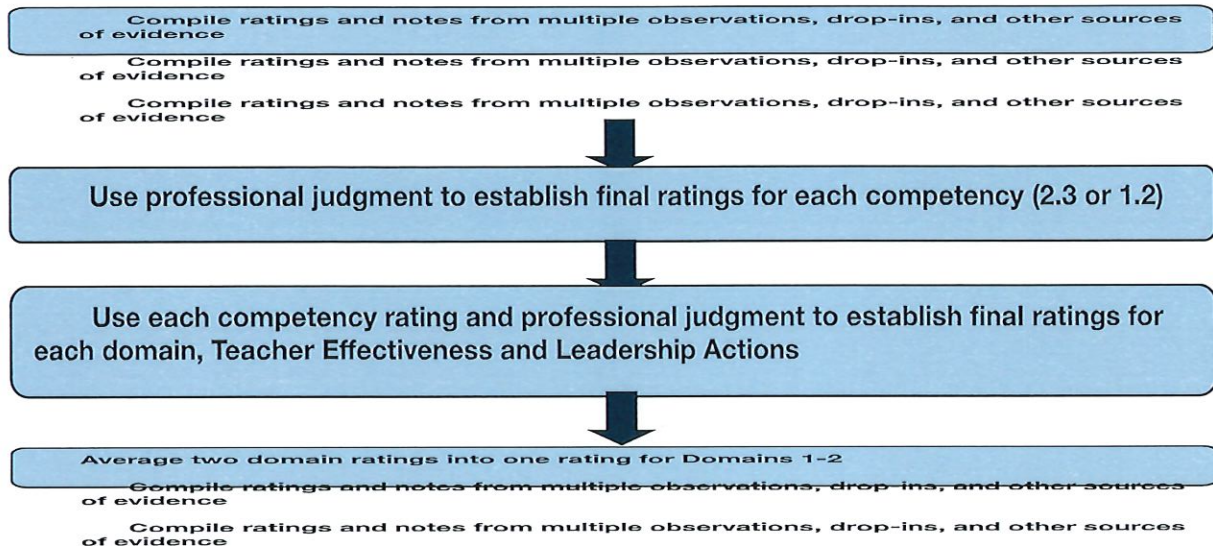Each principal's summative evaluation score will be based on the following components and measures:

1) Professional Practice – Assessment of leadership outcomes
Measure: Indiana Principal Effectiveness Rubric (PER)

Weighting of Measures

Professional Practice (100%): This score is obtained from the evaluation rating from the RISE Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 100% of the principal's comprehensive rating.

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:

Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence

Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence

Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence

Use professional judgment to establish final ratings for each competency (2.3 or 1.2)

Use each competency rating and professional judgment to establish final ratings for each domain, Teacher Effectiveness and Leadership Actions

Average two domain ratings into one rating for Domains 1-2

Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence

Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence

Each step is described in detail below.

Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence. At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

Use professional judgment to establish final ratings for each competency. After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

Although the RISE materials appear to imply that whole numbers should be used for the final ratings, we have determined that making it possible to award half-points will be in the best interests of principals (allowing for a more specific determination of effectiveness).

Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions. After collecting evidence, the evaluator must assess where the principal falls within each of the two domains. How the scores correlate to the rating categories is as follows:

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

The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.

At this point, each evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

Average two domain ratings into one final practice score. At this point, each of the two final domain ratings is averaged together to form one score. The final rubric score feeds into a larger calculation for an overall summative rating including the student learning measures below.

3+2/2=2.5 final practice score

Determining Final Score

For summative scoring, once all three raw scores are determined, each score should be multiplied by its corresponding weight. Once each measure's score is calculated, all three scores are added together to create a final Comprehensive Effectiveness Rating. The chart below provides a layout for calculating the final rating.

	Raw Score	x	Weight	Score
Rubric Rating			1.00	
			Comprehensive Effectiveness Rating	

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below. The rating category received by the principal should be used for human resource decisions.

Ineffective	Improvement Necessary	Effective	Highly Effective

| 1.0 Points | 1.75 Points | 2.5 Points | 3.5 Points | 4.0 Points |

Note: Borderline points always round up.

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Appendix 2. Post-Observation Form (Evaluators)

Instructions: The primary post-observation document should simply be a copy of the observation notes taken during the observation. This form is designed to summarize and supplement the notes.

School:

Principal:

Date of Observation:

Observer:

Observation Setting:

Start Time: End Time:

Domain 1: Areas of Strength Observed (identify specific competencies):

Domain 1: Areas for Improvement Observed (identify specific competencies):

Domain 2: Areas of Strength Observed (identify specific competencies):

Domain 2: Areas for Improvement Observed (identify specific competencies):

Action Steps for Improvement: (This section should be written by the principal and evaluator during the post-conference.)

Appendix 3: Summative Rating Form

School	Evaluator
Principal	Date

Principal Effectiveness Rubric Scoring

Domain 1: Teacher Effectiveness	Competency Rating	Final Assessment of Domain 1 (Comments)
1.1 Human Capital Manager 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	1.1: _____ 1.2: _____ 1.3: _____	
Final Domain Rating (Circle One)		4 (HE); 3 (E); 2 (IN); 1(IE)
Domain 2: Leadership Actions	Competency Rating	Final Assessment of Domain 2 (Comments)
2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement	2.1: _____ 2.2: _____ 2.3: _____	
Final Domain Rating (Circle One)		4 (HE); 3 (E); 2 (IN); 1(IE)

Domain 1 Rating	+	Domain 2 Rating	/2 =	Final Rating
	+		/2 =	

Student Learning Scoring

A-F Accountability Grade	
Grade (A, B, C, D, or F)	Points (A=4; B=3; C=2; D or F=1)
Administrator SLO	
SLO 1 Rating (Circle One)	4 (Exceeded); 3 (Met) 2 (Progress) 1 (Little/No Progress)

Final Rating

	Raw Score	x	Weight	Score
Rubric Rating			0.75	
A-F Accountability Grade (DOE) (13%)			0.13	
Administrator MGSLO Rating (12%)			0.12	
			Comprehensive Effectiveness Rating	

Final Summative Evaluation Score: _____

Use the chart below and the Final Summative Evaluation Score to determine the principal's final rating.

Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Point 1.75 Points	2.50 Points	3.50 Points	4.00 Points	

Final Summative Rating:

☐ Ineffective   ☐ Improvement Necessary

☐ Effective   ☐ Highly Effective

Principal Signature:
I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature:
I have met with this Principal to discuss the information on this form and provided a copy.

Signature: _____ Date: _____

Appendix 4: Indiana Principal Effectiveness Rubric at:

Domain 1: Teacher Effectiveness

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	Hiring and retention	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; – Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e.	Principal recruits, hires, and supports teachers by: – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; – Aligning personnel decisions with the vision and mission of the school.	Principal recruits, hires, and supports effective teachers by: – Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; – Demonstrating ability to increase some teachers' effectiveness; – Occasionally applying the school's vision/mission to HR decisions.	Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: – Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[1]; – Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; – Rarely or never applying the school's vision/mission to HR decisions.

[1] For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

		diligent individuals to fit a rigorous school culture).			
1.1.2	Evaluation of teachers	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	Principal prioritizes and applies teacher evaluations by: – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	Principal prioritizes and applies teacher evaluations by: – Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to partially differentiate the performance of teacher; – Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	Principal _does not_ prioritize and apply teacher evaluations by: – Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Rarely or never using teacher evaluation to differentiate the performance of teachers ; – Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.
1.1.3	Professional development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	Principal orchestrates professional learning opportunities by: – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results.	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	Principal _does not_ orchestrate aligned professional learning opportunities tuned to staff needs by: – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.

		At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal develops leadership and talent by:	Principal develops leadership and talent by:	Principal does not develop leadership and talent by:
1.1.4	Leadership and talent development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Encouraging and supporting teacher leadership and progression on career ladders; - Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; - Recognizing and celebrating emerging leaders.	Principal develops leadership and talent by: - Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; - Providing formal and informal opportunities to mentor emerging leaders; - Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	Principal develops leadership and talent by: - Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; - Providing formal and informal opportunities to mentor some, but not all, emerging leaders; - Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	Principal does not develop leadership and talent by: - Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school); - Rarely or never provides mentorship to emerging leaders; - Providing no support and encouragement of leadership and growth; - Frequently assigns responsibilities without allocating necessary authority.
1.1.5	Delegation	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Encouraging and supporting staff members to seek out responsibilities; - Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	Principal delegates tasks and responsibilities appropriately by: - Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Monitoring the progress towards success of those to whom delegations have been made; - Providing support to staff members as needed.	Principal delegates tasks and responsibilities appropriately by: - Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; - Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; - Providing support, but not always as needed.	Principal does not delegate tasks and responsibilities appropriately by: - Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; - Rarely or never providing support.
1.1.6	Strategic assignment[2]	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Leveraging teacher effectiveness to further	Principal uses staff placement to support instruction by: - Strategically assigning teachers and staff to employment positions based	Principal uses staff placement to support instruction by: - Systematically assigning teachers and staff to employment positions based on several factors without	Principal does not use staff placement to support instruction by: - Assigning teachers and staff based to employment positions purely on qualifications, such as license or

[2] This indicator obviously assumes there is ability of leader to make these decisions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; - Strategically assigning support staff to teachers and classes as necessary to support student achievement.	always holding student academic needs as the first priority in assignment when possible. education, or other determiner not directly related to student learning or academic needs.
1.1.7 Addressing teachers who are in need of improvement or ineffective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Staying in frequent communication with teachers on remediation plans to ensure necessary support; - Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	Principal addresses teachers in need of improvement or ineffective by: - Developing remediation plans with teachers rated as ineffective or in need of improvement; - Monitoring the success of remediation plans; - Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal addresses teachers in need of improvement or ineffective by: - Occasionally monitoring the success of remediation plans; - Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal does not address teachers in need of improvement or ineffective by: - Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; - Rarely or never monitoring the success of remediation plans; - Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership				
1.2.1 Mission and vision	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Defining long, medium, and short-term application of the vision and/or mission; - Monitoring and measuring progress	Principal supports a school-wide instructional vision and/or mission by: - Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); - Defining specific instructional and behavioral	Principal supports a school-wide instructional vision and/or mission by: - Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); - Making significant key decisions without alignment to the vision and/or mission;	Principal does not support a school-wide instructional vision and/or mission by: - Failing to adopt a school-wide instructional vision and/or mission; - Defining a school-wide instructional vision and/or mission that is not applied to decisions; - Implementing a school-wide instructional vision without

		toward the school's vision and/or mission; Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	actions linked to the school's vision and/or mission; Ensuring all key decisions are aligned to the vision and/or mission; Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	Classroom observations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; Monitoring the impact of feedback provided to teachers.	Principal uses classroom observations to support student academic achievement by: Visiting all teachers frequently (announced and unannounced) to observe instruction; Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	Principal uses classroom observations to support student academic achievement by: Occasionally visiting teachers to observe instruction; Occasionally analyzing student performance data to drive instruction evaluate instructional quality; Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	Principal uses classroom observations to support student academic achievement by: Rarely or never visiting teachers to observe instruction; Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	Teacher collaboration	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Establishing a culture of collaboration with student	Principal supports teacher collaboration by: Establishing a culture of collaboration with student	Principal supports teacher collaboration by: Establishing a culture of collaboration without a clear or	Principal does not support teacher collaboration by: Failing to establish or support a culture of collaboration through

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	– Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning				
1.3.1 Planning and Developing Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; – Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;	Principal supports the planning and development of Student Learning Objectives (SLOs) by: – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; – Systematically working with teachers to monitor and revisit	Principal supports the creation of Student Learning Objectives (SLOs) by: – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed; – Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	Principal does not support the creation of Student Learning Objectives by: – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.

		Revisiting the use and design of teacher and school-wide tracking tools.	SLOs throughout year as necessary. - Utilizing a tracking tool to monitor school-wide progress on SLOs; - Ensuring teachers utilize a tracking tool to show student progress towards SLOs.		
1.3.2	Rigorous Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; - Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	Principal creates rigor in SLOs by: - Ensuring teachers' SLOs define desired outcomes; - Ensuring assessments used correspond to the appropriate state content standards; - Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; - Ensuring an analysis of previous year's student data is included in the development of SLOs; - Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	Principal creates rigor in SLOs by: - Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; - Assessing baseline data that may not be effectively used to assess students' starting points; - Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	Principal creates rigor in SLOs by: - Allowing for outcomes to be benchmarked to less than typical growth; - Failing to assess baseline knowledge of students; - Failing to select assessments that are appropriately aligned to content standards.
1.3.3	Instructional time	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	Principal supports instructional time by: - Removing all sources of distractions of instructional time; - Promoting the sanctity of instructional time; - Ensuring every minute of instructional time is maximized in the service of student learning and	Principal supports instructional time by: - Removing major sources of distractions of instructional time; - Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; - Occasionally allowing unnecessary non-instructional	Principal does not support instructional time by: - Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; - Rarely or never promoting the sanctity of instructional time; - Frequently allowing and/or encouraging unnecessary

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	achievement, and free from distractions.	events and activities to interrupt instructional time.		non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	Profession-ali sm	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	Principal displays professionalism by: – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	Principal supports professionalism by: – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	Principal does <u>not</u> support professionalism by: – Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; – Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;	Principal manages time effectively by: – Establishing yearly, monthly, weekly, and daily priorities and objectives; – Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	Principal manages time effectively by: – Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; – Occasionally prioritizes activities unrelated to student achievement.	Principal manages time effectively by: – Rarely or never establishing timely objectives or priorities; – Regularly prioritizing activities unrelated to student achievement;

#	Element	Level 4	Level 3	Level 2	Level 1
		– Monitoring use of time to identify areas that are not effectively utilized;			
2.1.3	Using feedback to improve student performance	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated. – Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	Principal uses feedback to improve student performance by: – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement.	Principal uses feedback to improve student performance by: – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Principal does not use feedback to improve student performance by: – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.
2.1.4	Initiative and persistence	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;	Principal displays initiative and persistence by: – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant	Principal displays initiative and persistence by: – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;	Principal does not display initiative and persistence by: – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

	Highly Effective (4)	Effective (3)		Ineffective (1)
	– Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.	obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.		– Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships				
2.2.1 Culture of urgency	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	Principal creates an organizational culture of urgency by: – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	Principal creates an organizational culture of urgency by: – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	Principal does not create an organizational culture of urgency by: – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.

		Level 4	Level 3	Level 2	Level 1
2.2.2	Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - To the extent possible, messaging key concepts in real time; - Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; - Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	Principal skillfully and clearly communicates by: - Messaging key concepts, such as the school's goals, needs, plans, success, and failures; - Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; - Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	Principal skillfully and clearly communicates by: - Messaging most, but not all, key concepts; - Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; - Utilizing a limited number of means and approaches to communication.	Principal does not skillfully and clearly communicate by: - Rarely or never messaging key concepts; - Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; - Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	Forging consensus for change and improvement	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Guides others through change and addresses resistance to that change; - Monitors the success of strategies and revises strategies based on strengths and weaknesses; - Creates cultural changes that reflect and support building a consensus for change.	Principal creates a consensus for change and improvement by: - Using effective strategies to work toward a consensus for change and improvement; - Systematically managing and monitoring change processes; - Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	Principal creates a consensus for change and improvement by: - Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; - Managing change and improvement processes without building systems and allies necessary to support the process; - Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	Principal does not create a consensus for change and improvement by: - Failing to identify areas in which agreement and/or consensus is necessary; - Rarely or never managing or developing a process for change and/or improvement; - Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

2.3 Culture of Achievement

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3.1 High expectations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; – Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	Principal creates and supports high academic and behavior expectations by: – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves; – Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	Principal creates and supports high academic and behavioral expectations by: – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	Principal does not create or support high academic and behavior expectations by: – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2 Academic rigor	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	Principal establishes academic rigor by: – Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	Principal establishes academic rigor by: – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity.	Principal has not established academic rigor by: – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.

2.3.3	Data usage in teams	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Data used as basis of decision making is transparent and communicated to all stakeholders; - Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	Principal utilizes data by: - Orchestrating frequent and timely team collaboration for data analysis; - Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	Principal utilizes data by: - Occasionally supporting and/or orchestrating team collaboration for data analysis; - Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	Principal does not utilize data by: - Rarely or never organizing efforts to analyze data; - Rarely or never applying data analysis to develop action plans.

Madison-Grant United School Corporation
Special Services Director Evaluation Model
September 2022

Dr. Scott A. Deetz
Corporation #2825

Find Evaluatee ∨   Dashboards ∨   Reports ∨   Support ∨   MGUSC Docs ∨   Utilities ∨   Go To... ∨   Where is...? ∨   SCOTT DEETZ ∨

WHYBREW, KIMBERLY

Evaluation Ending Jun 2023 ∨

Location & Position	Evaluators	Evaluation Group
Central Office Special Education Director	SCOTT DEETZ (Primary) STEVEN VORE	100% Rubric - 100.0% Employee Effectiveness Rubric

Edit Staff Member - PDF Options

Evaluation Items

Add Item... ∨

Ⓒ PDT: Admin Retreat 2022-23		Started Jul 22, 2022 - Initiated by DEETZ
LVIS: 3 Activities Listed		View List
Ⓡ Short	Required	Start or Schedule Observation
Ⓡ Short	Required	Start or Schedule Observation
Ⓡ Extended	Required	Start or Schedule Observation

Rubric Summary

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Special Education Administrator (v.2019)

Observations
None listed at this time

Domain 1: Purposeful Planning and Preparation (40.00%)

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1.1 Recruits, Hires and Retains Quality Employees

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Monitors the effectiveness of the recruiting, hiring and retention systems and approaches and suggests changes when needed	Consistently determines and uses a candidate's level of effectiveness as the primary factor in recruiting, hiring, and assigning decisions	Inconsistently uses established procedures for recruiting and hiring staff	Does not follow established procedures for recruiting and hiring staff	NA
Demonstrates the ability to think creatively and adopt new methods for recruiting when necessary	Demonstrates the ability to maintain and retain effective and highly effective personnel	Does not always actively or urgently pursue filling vacancies	Does not actively or urgently pursue filling vacancies	
	Aligns personnel decisions with the vision and mission of the co-op			
	Follows all hiring procedures appropriately			
	Finds replacements for open positions in a timely manner			

Hires staff with appropriate
licensing/credentials

Communicates with HR
Coordinator and shares
accurate information with
the candidate

Provides appropriate follow
up after recommending
employment

1.2 Effectively Carries out Personnel Evaluation Procedures

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process	Manages time and/or resources necessary to ensure the accurate evaluation of every subordinate	Evaluation procedures are not systematic or timely, and vary from the co-op evaluation plan	Evaluations are incomplete, inaccurate and/or do not reflect staff performance	NA
	Visits all personnel with sufficient frequency to accurately assess performance	Evaluations do not differentiate the performance of personnel		
	Provides prompt and actionable feedback to personnel aimed at improving student outcomes based on observations and student performance data	Evaluations across personnel are skewed toward the positive or negative extremes		
	Uses evaluations to credibly differentiate the performance of personnel			
	Follows processes and procedures outlined in the corporation evaluation plan for all staff members			

1.3 Provides Meaningful Professional Development for Co-op and District Personnel

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Creates learning opportunities in which highly effective personnel support their peers	Provides learning opportunities to personnel aligned to professional needs and the strategic plan	Misses the opportunity to provide professional development to staff	Meaningful staff development opportunities are non systematic or lacking in identified areas of need	NA
Monitors the impact of implemented learning opportunities on staff effectiveness	Provides differentiated learning opportunities (ex: instructional coaching, workshops, team meetings, etc.) to personnel based on evaluation results	Does not vary the format of learning opportunities to personnel.		

Efficiently and creatively
orchestrates professional
learning opportunities in
order to maximize time and
resources

1.4 Provides Leadership for Talent Development

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Encourages and supports Personnel leadership and progression on career ladders	Provides formal and informal opportunities to mentor emerging leaders	Provides limited opportunities for potential leaders to develop	Does not seek out or recognize potential leadership or talent of personnel	NA
Systematically provides opportunities for emerging leaders to distinguish themselves	Promotes, supports and encourages leadership and growth as evidenced by assigning selected personnel to leadership positions or learning opportunities	Promotes leadership opportunities for personnel who do not demonstrate leadership potential	Creates unnecessary barriers to talent development	
Recognizes and celebrates emerging leaders				

1.5 Delegates Responsibilities to Assist in the Effective Operation of the Organization

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Encourages and supports staff members to seek out additional responsibilities and growth opportunities	Determines which tasks are appropriate for delegation and which are not	Sometimes over- or under-delegates responsibilities to staff	Abrogates responsibilities through inappropriate delegation.	NA
	Seeks out and selects staff members for increased responsibility based on their qualifications and performance			
	Monitors the progress toward success of those to whom delegations have been made			
	Provides support to staff members as needed			

1.6 Strategically Assigns Personnel

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Considers all of the stakeholders that may be affected by the decision and considers the consequences for each assignment decision	Strategically assigns personnel and staff to employment positions based on qualifications, performance, and demonstrated effectiveness	Assignment of staff sometimes occurs without regard to staff qualifications, nature of the position, or best interest of the co-op or local district	Assignment of personnel creates unnecessary difficulties for the co-op or districts	NA

(when possible) in a way that supports co-op goals				
Implements a system for accurately projecting caseloads/workloads for hiring and assignment purposes	Does not promptly address assignment issues that may require a change	Rarely addresses problems created by inappropriate assignments		
Always considers the best interest of the students, the co-op and local districts when making staff assignments	Overlooks some of the co-op and district personnel in the notification on staff assignments	Rarely notifies appropriate district and co-op personnel regarding changes of assignment		
Reacts promptly when assignment changes are needed				
Notifies appropriate coop and district personnel of staff assignment changes				

1.7 Addresses Personnel Who are in Need of Improvement or are Ineffective

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Stays in frequent communication with personnel on remediation plans to ensure necessary support	Develops remediation plans with personnel rated as ineffective or in need of improvement	Does not address all areas of staff performance where improvement is needed	Fails to address staff performance issues when improvement is needed	NA
Tracks remediation plans in order to inform future decisions about effectiveness of certain supports	Monitors the success of remediation plans	Remediation progress is insufficiently monitored	Does not monitor progress on remediation plans	
	Follows statutory and contractual language in counseling out or recommending for dismissal ineffective personnel	Does not always follow statutory and contractual language when counseling out or recommending dismissal	Ignores statutory and contractual language when counseling out or recommending dismissal	
	Communicates professionalism concerns with personnel as they arise and prior to final evaluation			

1.8 Establishes Culture of Collaboration

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Monitors collaborative efforts to ensure a constant focus on student learning	Establishes a culture of collaboration with a focus on student learning and achievement	Expects cooperation without sufficient attention to collaboration	Failure to engage in collaborative activities results in dissatisfaction of stakeholders	NA

Tracks best collaborative practices to solve specific challenges	Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving	Fails to capitalize on some opportunities for collaboration	Failure to engage in collaborative activities inhibits achievement of district or co-operative goals
Holds collaborating teams accountable for their results	Establishes and provides for ongoing collaboration across special education programs/areas/corporations		
	Aligns collaborative efforts to the co-op's vision/mission		

Domain 2: Effective Instruction, Treatment and/or Instructional Support (40.00%)

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2.1 Supports Personnel in Establishing Student Learning Objectives (SLO)

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Ensures SLOs are linked to content standards, program goals or the strategic plan	Collaborates with personnel to identify skills to be assessed with measurable outcomes	Provides limited guidance on establishing effective SLOs	Provides inappropriate guidance in the development of SLOs	NA
Revisits the use and design of data tracking tools	Collaborates with personnel to develop/select assessments to evaluate overall student progress	Some SLOs developed with staff lack measurability and/or rigor	SLOs developed with staff lack key elements of effective SLOs	
Leads staff in the use of SLO data to improve services to students	Requires personnel to assess baseline performance to drive the development of SLOs that appropriately take students' starting points into account			
	Systematically works with personnel to monitor and revisit SLOs throughout year as necessary			

2.2 Promotes Effective Use of Service Delivery Time

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Systematically monitors the use of work time to create innovative opportunities for increased professional effectiveness	Monitors service delivery schedules to maximize effort focused on instructing and/or supporting students	Sometimes fails to monitor service delivery schedules	Service delivery schedules are not monitored or recommendations are not provided to improve efficient use of time	NA
	Ensures efficient service delivery by observing staff and providing recommendations for improvement	Sometimes service delivery recommendations are not made when inefficiency occurs		

2.3 Ensures Staff Maintains a Climate of High Expectations

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Creates systems to monitor the progress toward rigorous performance goals, ensuring wins are celebrated when goals are met and new goals reflect achievements	Promotes the development of ambitious IEP goals for all students	Sometimes accepts IEP goals that lack rigor or do not reflect significant educational benefit	Does not monitor IEP goal development and/or accepts goals lacking in rigor	NA
	Monitors the implementation of service delivery to ensure ambitious IEP goals are reflected in practice	Does not always monitor or encourage practice that reflects ambitious IEP goals	Does not recognize what constitutes effective professional practice	

2.4 Promotes Comprehensive Data Usage to Develop IEP

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Analyzes data with personnel to drive instruction and evaluate performance quality	Supports staff in analyzing data for IEP goal development	Promotes data usage in some areas of IEP development, but not others	Does not communicate to staff the importance of comprehensive data usage in IEP development	NA
Orchestrates frequent and timely review of data analysis	Ensures that IEP goals are objectively stated and measurable			
Data used as basis of decision making is transparent and communicated to all stakeholders	Leads staff in implementing appropriate progress monitoring procedures			
	Guides staff in using progress monitoring data to adjust student goals and/or service delivery			

Domain 3: Leadership and Professional Responsibilities (20.00%)   Hide | Hide Text | Hide Titles

3.1 Creates and Supports the Mission and Vision of the Organization

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Cultivates stakeholder's commitment to, and ownership of, the co-op's vision and/or mission and strategic plan	Assists in creating a strategic plan aligned with the vision and mission of the co-op	Provides minimal input into creating the strategic plan	Fails to consider the strategic plan or takes actions contrary to the strategic plan	NA
Frequently revisits, evaluates and recommends adjustments to the strategic plan based on current research and evidence based practice	Actions are consistent with the strategic plan	Sometimes does not relate specific actions to the strategic plan		

Monitors and measures progress toward the co-op's vision and/or mission	Monitors and carries out responsibilities identified in the strategic plan in a timely manner	Is dilatory in actions related to the strategic plan		

3.2 Exhibits Professionalism

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Creates mechanisms, systems, and/or incentives to motivate subordinates to display professional, ethical, and respectful behavior at all times	Models professional, ethical, and respectful behavior	Is not explicit regarding expectations for professional conduct of subordinates	Alienates stakeholders through non-professional conduct	NA
	Communicates expectations for professional conduct to all personnel and follows up with disciplinary action as needed	Does not actively promote policies and procedures of the assign school corp and co-op	Subverts policies and procedures of the assigned school corp and co-op	
	Upholds all of the policies and procedures of the assigned school corp. and the co-op	Interactions with subordinates, colleagues, parents or the community are sometimes less than cordial, collaborative and respectful		
	Interpersonal conduct with subordinates, colleagues, parents or community is supportive, cordial, collaborative and respectful			

3.3 Establishes Procedures and Expectation for Time Management

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives	Establishes yearly, monthly, weekly, and daily priorities and objectives	Completes some tasks in an inefficient manner due to poor time management	Fails to achieve priorities and objectives due to disorganized approach to time management	NA
Monitors and evaluates time management efficiency and adjusts accordingly	Identifies and consistently prioritizes activities with emphasis on student achievement	Spends excessive time on low priority objectives	Tasks are not completed in a timely manner	
	Uses time efficiently, focusing on priorities and objectives	Occasionally tasks are not completed in a timely manner		
	Accomplishes tasks in a timely manner			

3.4 Uses Feedback to Improve Work Performance

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable

Develops and implements systems and mechanisms that generate feedback and advice from students, teachers, parents, key community members, and other stakeholders to improve work performance	Identifies the most efficient means through which feedback can be generated	Sometimes fails to solicit feedback and help from colleagues and stakeholders when appropriate	Does not utilize feedback to inform actions	NA
Establishes "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback	Actively solicits feedback and help from colleagues and stakeholders	Sometimes acts without consideration of, or contrary to stakeholder feedback		
	Acts upon feedback to shape strategic priorities to be aligned to student achievement/ progress			

3.5 Forges Consensus for Change and Improvement

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Guides others through change and addresses resistance to that change	Uses effective strategies to work toward a consensus for change and improvement	Sometimes fails to apply appropriate consensus building strategies	Does not utilize consensus as a critical correlate of goal achievement	NA
Monitors the success of strategies and revises based on strengths and weaknesses	Systematically manages and monitors change processes	Consensus building is non systematic and/or excludes essential stakeholders		
Creates a positive climate that supports building a consensus for change	Secures cooperation from key stakeholders in planning and implementing change and driving improvement			

3.6 Exhibits Initiative and Persistence

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Exceeds typical expectations to accomplish ambitious goals	Consistently achieves expected goals	Does not achieve all goals as expected	Gives up on legitimate goals in the face of resistance	NA
Regularly identifies, communicates, and addresses the most significant obstacles to student/program success	Takes on voluntary responsibilities that contribute to co-op/ district/ program/student success	Often fails to volunteer for appropriate responsibilities	Does not take initiative to identify problems or investigate effective solutions	
Engages with key stakeholders at the district and state level, and within the local community to create solutions to the most significant obstacles to student/program achievement	Takes risks to support students and staff by identifying and frequently attempting to remove the most significant obstacles	At times, unwilling to take risks to support students and staff		

Seeks out potential partnerships with groups and organizations with the intent of addressing student/program needs		Does not seek out potential partnerships for addressing student/program needs		

3.7 Promotes a Climate of Urgency and High Expectations

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Celebrates progress while maintaining a focus on continued improvement	Leads a persistent pursuit of high expectations for both students and personnel	Does not clearly communicate to stakeholders and staff the importance of setting high expectations for student achievement	Maintains status quo without considering or promoting positive change options	NA
Incorporates local district personnel, community members and other partner groups (as appropriate) toward the establishment and support of high academic and behavioral expectations	Aligns the efforts of students, parents, personnel, and other stakeholders to this shared understanding	Does not always expect staff to grow professionally and utilize newly learned information	Accepts unambitious results	
Creates systems and approaches to monitor progress on goals and initiatives	Encourages personnel to set high and demanding academic and behavior expectations for every student		Places obstacles in the path of professional growth of staff	
	Encourages staff to grow professionally and utilize newly learned information with proven effectiveness			
	Sets clear expectations for effective practice			

3.8 Communicates Professionally

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Utilizes a variety of effective approaches to communicate, such as face-to-face conversations, emails, newsletters, websites, etc.	Conveys key information clearly, concisely, and in a timely manner to all appropriate stakeholders	Does not consistently communicate information and key concepts to all appropriate stakeholders in a clear, concise and timely manner	Verbal and written communication is ineffective, confusing and/or unprofessional in its content	NA
	Reflects on communication and adjusts approach based on specific situations	Verbal and written communication is not always consistent with professional standards of the administrative position		
	Interacts with all stakeholders, including students, families, community groups, central office, associations, in a			

respectful and collaborative
manner

Communicates verbally and
in writing in a manner
consistent with professional
standards of the
administrative position

3.9 Provides Special Education Information, Direction and Guidance for Compliance Purposes

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Develops and plans for systematic change that aligns with federal and state compliance indicators	Remains current about legal mandates, procedures and responsibilities (including Continuous Improvement Monitoring)	Does not always seek out current information regarding legal mandates and appropriate procedures	Fails to adhere to appropriate legal standards, practices and procedures	NA
Monitors court cases and due process decisions that impact special education practice, and then recommends adjustments as necessary	Provides accurate compliance data to the districts and assists districts in creating CIM appeals	Data and other information provided to districts do not fully or accurately address compliance issues	Fails to support districts to avoid or to resolve complaints, mediations or due process hearing requests	
	Communicates current and accurate information regarding legal mandates, procedures and responsibilities to school leaders and other personnel in a timely manner	Provides minimal support to districts for avoiding or resolving complaints, mediations or due process hearings		
	Identifies practices which lead to federal and state compliance, and recommends appropriate course of action			
	Provides effective guidance to schools to respond to and resolve complaints, mediations, and due process hearing requests			

3.10 Effectively Supports the Executive Director and the Governing Board

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Anticipates concerns, interests or needs of the Executive Director and/or Governing Board, and prepares to address these issues	Manages personnel, policy and procedural matters and brings recommendations about these matters to the Executive Director	Some personnel, policy and/or procedural matters are not managed when necessary	Undermines the authority of the Executive Director and/or the Governing Board	NA
Proactively offers sound guidance and support to Executive Director and/or Governing Board	Supports and implements decisions of the Executive Director and/or Governing Board	Some decisions do not reflect the legitimate and expressed authority of the Executive Director and/or the Governing Board	Fails to manage financial responsibilities	

Recommends to Executive
Director on annual budget,
and monitors financial
matters

Budget does not
realistically or accurately
reflect projected needs of
supervised programs or
personnel

Fails to inform Governing
Board and Executive
Director of relevant
information in a timely or
concise manner

Informs Governing Board of
relevant issues, in an
objective, data based, and
concise manner

Does not always convey
relevant information to the
Executive Director or
Governing Board in a
concise, accurate and
timely manner

Informs the Executive
Director of important
events in a timely and
confidential manner

Executes directives of the
Governing Board and the
Executive Director
effectively and in a timely
manner

Domain 4: Core Professionalism (Special Weighting)

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4.1 Attendance and On-time Arrival

Meets Standard	Does Not Meet Standard
School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions

4.2 Policies and Procedures

Meets Standard	Does Not Meet Standard
School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures	School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures

4.3 Respect

Meets Standard	Does Not Meet Standard
School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or

community members in a
respectful manner

4.4 Ethical

Meets Standard   **Does Not Meet Standard**

School Professional exhibits   School Professional exhibits
behavior in accordance with   behavior contrary to the
the established SSJCSS   established SSJCSS code of
code of conduct and   conduct and/or has
performs the function of   performed the job in an
the job in an ethical manner   ethical manner

Madison-Grant United School Corporation
Superintendent Evaluation Model
September 2022

Dr. Scott A. Deetz
Corporation #2825

ISBA/IAPSS Superintendent Evaluation Metrics

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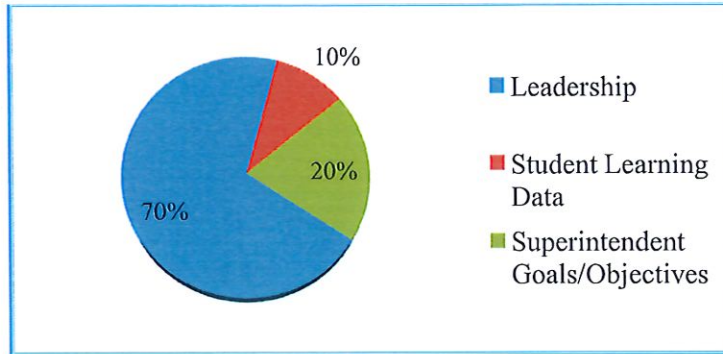
LEADERSHIP OUTCOMES (70%):

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

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

STUDENT LEARNING DATA (10%):

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

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

SUPERINTENDENT GOALS/OBJECTIVES (20%):

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

The guidelines for Superintendent Goals/Objectives are as follows:
1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

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

COMPUTING THE SCORE:

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

SCALE

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.				
1.1 The superintendent effectively recruits, hires, assigns, and retains school leaders.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent routinely considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.
1.2 The superintendent creates a professional development system for school leaders based on strengths and needs.	The superintendent has in place a system of professional development that is based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to provide professional development to meet the needs of individual administrators.	The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs.
1.3 The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities. Administrators throughout the corporation refer to the superintendent as a mentor.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.	The superintendent has provided some training to an emerging school leader.	There is no evidence of effort to develop any leadership skills in others.

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.				
2.1 **The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.**	The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis.

The superintendent has coached school administrators to improve their data analysis skills. | The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis.

The superintendent systematically examines data to find strengths and weaknesses.

The superintendent empowers teaching and administrative staff to determine priorities from data.

Data analysis is regularly the subject of faculty meetings and professional development sessions. | The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data. | The superintendent does not utilize data to make decisions. |
| 2.2 **The superintendent demonstrates evidence of student improvement through student achievement results.** | A consistent record of improved student achievement exists on multiple indicators of student success.

Student success occurs not only on the overall averages, but in each sub group.

Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level. | The superintendent reaches the targeted performance goals for student achievement.

The average of the student population improves, as does the achievement of each sub group of students. | Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals. | The superintendent takes no responsibility for the data outcomes.

The superintendent does not believe that student achievement can improve.

The superintendent has not taken decisive action to improve student achievement. |

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.				
3.1 The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2 The superintendent organizes time and prioritizes tasks for effective leadership.	The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation. The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.	The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels. Most tasks are managed and completed by the superintendent on a timely basis.	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	Tasks are managed in a haphazard fashion. There is little or no evidence of established or achieved milestones or deadlines.

4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.

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

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.	The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community. The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.	The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.	The superintendent fails to resolve conflicts or forge consensus within the school community.
4.4 The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	The superintendent communicates with all school members routinely, using a variety of methods.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members only on an emergency basis.	The superintendent has minimal communication with the school board outside of meetings.
4.5 The superintendent encourages open communication and dialogue with school board members.	The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged. The superintendent engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
4.6 The superintendent provides the school board with a written agenda and background material before each board meeting.	The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals. Complete and thorough background material is provided so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals. Adequate background material is provided to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals. Limited background material is provided.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

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

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.				
6.1 The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions. Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from various sources are referenced in all decisions. Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced	A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from limited sources are referenced in some decisions. Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Data is rarely used for decisions. Most decisions are made based on personal viewpoints or what is popular at the time.
6.2 The superintendent demonstrates personal proficiency in technology implementation and utilization.	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation.	The superintendent consistently utilizes technology within his/her daily responsibilities. The superintendent demonstrates effort toward serving as a model for technology implementation.	The superintendent occasionally utilizes technology within his/her daily responsibilities. There is little or no evidence of the superintendent taking a personal initiative to learn new technology.	The superintendent has limited use of technology within his/her daily responsibilities. The superintendent does not serve as a model for technology implementation.
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).	The superintendent ensures there are updated procedures in place to address the safety of students and staff. 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. Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff. The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place.	The superintendent has minimal procedures in place to address the safety of students and staff. The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. There are occasional, unscheduled reviews of these procedures.	The superintendent has no procedures in place to address the safety of students and staff. The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4 The superintendent provides responsible fiscal stewardship.	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.	The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities. Minimal data is produced to support reallocated resources.	The superintendent does not demonstrate sound, fiscal stewardship.
6.5 The superintendent demonstrates compliance with legal requirements.	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.	The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.	The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.