

MEDORA COMMUNITY SCHOOLS
Teacher / Administrator Evaluation Plan

Teacher Evaluation Handbook

CONTINUAL IMPROVEMENT OF EVALUATION PROCESSES AND PROCEDURES

Medora Community Schools Teacher Evaluation Handbook will be approached and embraced as a “living document.” The evaluation process will continuously seek to improve to better meet the needs of our teachers and students. Each year teachers and administrators will be surveyed to provide valuable information to improve this process. All recommendations for changes to teacher and administrative evaluation handbook will be presented to the board of trustees, at an open public meeting of the board, for approval.

It is important we implement a system to gain teacher input within the processes of the evaluation system. Only when we create feedback avenues for teachers to report on the quality of evaluations and feedback they are receiving will we maximize teacher effectiveness within our school corporation.

CORE BELIEFS ON TEACHER PERFORMANCE EVALUATIONS

Medora Community Schools Teacher Performance Evaluation is grounded on four core beliefs about teaching and learning; in order to be successful, educators must work within a culture of professional learners committed to meeting the educational needs of all students. The following beliefs shape all aspects of the evaluation process:

- Students will learn and perform best when stakeholders maintain **high expectations**.
- Curriculum & Instruction will be **research or evidence-based** with student achievement being **measured** to ensure **continuous progress**.
- Students will be provided **opportunities** to learn and achieve to their highest potential in order to develop their abilities to become exceptional **collaborators, communicators, and critical/creative thinkers**.
- School Leaders will expect and support **ongoing improvement of teaching and student performance**.*

*Core Belief- Principles Supporting Teacher Performance Evaluations

Nothing we can do for our students’ matters more than giving them effective teachers and administrators capable of driving student-learning outcomes. Teachers will be treated professionally and their work respected; therefore, a quality system that differentiates teacher performance in order to give accurate and applicable support and recognition for excellence will be in place. The evaluation system will provide detailed, constructive feedback tailored to the needs of the students and teachers.

PURPOSE OF TEACHER PERFORMANCE EVALUATION SYSTEM

The evaluation system's purpose and standards of instructional excellence will inform the types of outcomes and practices that will be assessed through the evaluation system, which in turn, will inform the methods and measures to be used. Research has shown that teachers are the most significant school-based factor in student achievement. It is essential to not only have a systematic approach to identify highly effective teachers but also systematically provide data and feedback that can be used to improve teacher practice. All aspects of the evaluation process should have a student-centered focus.

Our evaluation system seeks to ensure we allow teachers to reach their full potential, retain the best teachers, and address consistently ineffective teachers fairly but decisively. The goals of our evaluation system are to:

- Boost effectiveness of all teachers through effective evaluation and targeted professional development;
- Retain the most effective teachers;
- Prioritize appropriate teachers for high-need students;
- Improve or dismiss persistently less effective teachers and replace them with more effective teachers;
- Differentiate teachers through the use of a comprehensive, credible teacher evaluation system that meaningfully demonstrates differences identified in the quality of instruction and student growth;
- Enhance performance and instructional effectiveness that improves student learning and results;
- Promote a positive environment for professional growth and student development;
- Collaboratively establish professional goals that will improve teaching and learning;
- Actively engage each teacher through the use of self-assessment, reflection, presentation of artifacts, classroom demonstration (s), and data indicating student achievement and growth.

RATIONALE

The methods to be used within the Medora Community Schools Teacher Performance Evaluation system will set the stage for improved performance by teachers which throughout the research is highly correlated with improved student performance. In order to ensure success within the system, the process must reveal measures that will be utilized to provide real-time feedback, are accessible and easily understood, and have direct application to teacher practice in order to have an immediate impact on teaching and learning.

Measures will be selected based on:

- Ability to accurately measure student progress
- Demonstrated impact on student achievement
- Demonstrated impact on teacher practice

Teachers and administrators will work collaboratively to discuss these measures in order to meet the demands set forth in the evaluation plan and strive to improve teacher effectiveness and student academic achievement. The improvement of teacher performance comes from open lines of communication. Following an observation, if the teacher feels their evaluator should consider additional information that could impact a rating already given, then the teacher is encouraged to write a rebuttal to the observation. This will allow the evaluator to consider this information and reopen the observation if they feel it is warranted. If the evaluator and teacher cannot agree on the overall level of effectiveness, then every effort to allow a secondary evaluator to observe the teacher's performance will be made. The primary evaluator or teacher can make the request for a secondary evaluator to observe the teacher. It will be the right of the Primary Evaluator to select the secondary evaluator.

IMPROVING THE QUALITY OF INSTRUCTION

By improving the quality of the evaluation system, MCS is seeking to:

- o Provide a more complete picture of teachers' impact on student learning;
- o Contribute to greater confidence in the results of teacher evaluations;
- o Provide more information for collaboration regarding student success;
- o Contribute to teachers' professional growth;
- o Create opportunities for teachers to learn from their colleagues; and
- o Provide teachers with greater insights into how their instruction affects student learning.

In an effort to improve the instructional practices for all teachers, the building principal will work with their teachers to focus professional development opportunities based on the needs of their teachers. Annually, the building principal and teacher leaders will identify 3-5 focal points to continuously work on in an effort to better serve their students. Professional development opportunities will use this prioritized list of focal points to provide research-based strategies to enhance student learning by improving teacher effectiveness levels.

NEGATIVE IMPACT ON LEARNING

This evaluation system seeks to reform teaching in order to ensure negative impact on student learning does not occur within our school corporation. If a teacher is identified as negatively impacting student learning, then he or she will not be eligible to receive a summative rating in the Effective or Highly Effective range, thus their final summative rating will be lowered to the Needs Improvement rating (if they were in the upper two categories, but if not then their evaluation rating would stay the same) and reported as such in the district's IDOE report.

Negative impact on student learning shall be defined as follows:

1. For classes measured by statewide assessments that are included in the growth model data (Language Arts and Mathematics grades 4-8), the IDOE shall determine and revise at regular intervals the cut levels in growth results that would determine

negative impact growth and achievement. Negatively impacting student learning is characterized by a significant decrease in student achievement and notably low levels of student growth. This measure will be calculated by the Department of Education. For a teacher to be determined as negatively impacting student learning both of the following criteria must be met:

- A. The mean scale score must decrease by at least 15 points from previous year.
 - B. The median growth percentile will be 15 or lower.
2. For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally, where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Negative Impact for these classes would be evident if a teacher satisfies the following:
- A. The teacher receives an ineffective rating on both their literacy and content goals.

AVOID COMMON MISTAKES IN EVALUATION PROCESSES

Our evaluation system seeks to learn from common mistakes identified throughout the research, and build an evaluation system in which evaluators are better able to judge whether teachers have met each performance expectation based on student behaviors and evidence of student learning. Ineffective teaching is reflected more in the progress of the students than in the behaviors of the teachers.

Each of the following past issues have been identified within the research on evaluation systems has been addressed within this document:

Past Issues	MCS ACTIONS TO AVOID THIS PROBLEM
Infrequent	Annual evaluations will require that teachers be provided constant, timely, and constructive feedback throughout the year.
Unfocused	Evaluators will be trained for consistency so that teachers are evaluated as similarly as possible; The entire evaluation plan is detailed in order to better inform all stakeholders of expectations; data with the most confidence will be given the most weight; and the goals of MCS's evaluation system are made clear.
Undifferentiated	The teacher effectiveness rubric provides insight to the various levels of expertise; data is considered based on individual teacher appropriateness; and multiple measures are used to determine teacher

	effectiveness.
Unhelpful	Mandated feedback will be provided that enables teacher to improve; collaborative effort between teachers and evaluators and remediation plans will be focused, differentiated, and timely.
Inconsequential	As set forth, evaluations will provide essential information gained as a means to recruit, retain, develop, and appropriately compensate.

ROLE OF THE EVALUATOR

Medora Community Schools is committed to ensuring all evaluators are properly trained to not only meet state requirements on evaluation training but to exceed them. To assist, whenever possible, evaluators will work together to ensure the best outcomes for the students we serve. Evaluators will consist of building level administrators.

Measuring teacher professional practice through collecting, reviewing, and analyzing evidence requires trained evaluators and a collaborative effort with teachers. It is the goal of this evaluation process to ensure we have consistent processes among all evaluators. Observations require a substantial investment in training for evaluators to ensure this inter-rater reliability occurs, as well as training for teachers using the results to inform practice.

The following concepts will serve as the focus of evaluator training:

- Training should ensure evaluators are knowledgeable of key terminology and the importance of building and using a common language to describe quality instruction, differences between performance level descriptions/expectations on rubric, and discussion on how teachers are scored on rubric.
- Also, with regards to best practices in classroom observation, opportunities to simulate the observation experience with live classroom teaching or with videos of teaching to encourage debate on scoring of examples, instruction/practice on taking evidence-based notes in the classroom, instruction/practice on aligning evidence-based notes to rubric language.
- Evaluators must also be aware of observation processes and logistics, such as frequency, length, documentation, announced and/or unannounced observations or conferencing.
- Training should also focus on proper ways to give teachers feedback (written and verbal) that is timely, concrete, and actionable. Evaluators must engage teachers in critical conversations around performance and areas of improvement. Aligning feedback to professional development is a key component of training.
- Any person responsible for collecting and evaluating data on student learning measures should be trained on how to have conversations with teachers on collecting appropriate data and using the data to drive instruction. Also, training should incorporate a review of state assessments, use of growth model data, use of corporation assessments, and training on identifying, developing, or approving teacher created assessments for the purpose of evaluation.

- Any person responsible for assigning a summative evaluation rating should receive training on how all components come together to form the final teacher evaluation rating, proper discussion of summative ratings with teachers, how summative ratings translate into professional development or remediation plans, and how to formulate a plan for improvement with teachers.

MCS will strive to produce the best instructional leaders through ongoing training and collaboration. By increasing the instructional leadership effectiveness of the evaluators, this will result in better learning experiences offered to our students. In order to promote collaboration of evaluators, the district will ensure evaluation topics are a focal point in several of the weekly meetings throughout the year. If opportunities exist, evaluators will work together on evaluations. If this happens, one evaluator will serve as a primary evaluator and the other evaluator will be the secondary evaluator. Definitions of each position are below:

Primary Evaluator: The person is chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence himself or herself and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator. The building principal will serve as the primary evaluator for all teachers in Medora Community Schools.

Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. The Dean of Students will serve as the secondary evaluator.

FOCUS ON COACHING

We will nurture an educational climate in which evaluation is not seen as punitive and teachers are highly invested in the process. The foundation of our evaluation reform efforts is the following:

- Professional development so all teachers can learn from top performing teachers;
- Provide support for discouraged and/or less effective teachers; and
- Continue to develop all teachers toward their full potential.

Using evaluation results to support professional learning is likely the most significant phase of the evaluation cycle. An evaluation system's capacity to reliably identify teacher strengths and weaknesses is essential for accurately targeting professional development. Evaluation results can then be used to identify individual, school, and district-wide needs; target professional learning; gauge teacher growth; and identify potential mentors. Providing job-embedded, ongoing, individualized professional learning and support is necessary for teacher evaluation to have a positive impact on teacher practices.

MCS strongly supports the following opportunities for teacher development:

- Modeling (opportunities for teachers to visit other classroom teachers rooms),
- Creating professional learning communities (allows for reflection on instructional practices on specific skills or competencies),
- Initiation of teacher rounds (departments or individual teachers are able to observe each other and give formative feedback, align level of expectations, and build culture and ownership on the level of instruction in their department). Each teacher will observe at least 3 other teachers within the school year. The primary evaluator and teacher will work together in order to identify whom they will observe. The interests of the teacher and areas the primary evaluator has targeted for them will help in the selection process.

PROCESS-THE MCS TEACHER EVALUATION PLAN

The **PLAN** includes the following expectations and requirements:

Annual

Performance evaluations for all certified staff will be conducted at least annually. A primary evaluator will conduct the annual summative evaluation.

Use Objective Data

This is the collection of student data on student achievement and growth that will significantly inform the evaluation. The objective data measures include:

Measures provided by IDOE based on student achievement and/or growth on statewide assessments; and

Measures closely aligned with content standards, as applicable, to reflect ambitious learning goals.

Multiple Measures

Evaluators must use multiple measures to compile a complete and comprehensive picture of each teacher's performance. Also, it is determined the weight each measure will hold. Medora Community Schools will use the following measures:

TER (Teacher Effectiveness Rubric);

CLG (Content Learning Goal);

LLG (Literacy Learning Goal); and/or

SWLM (School-Wide Learning Measures)

All Certified Teachers

- 80% from the Teacher Effectiveness Rubric Rating
- 15% from the Content and Literacy Learning Goals

- 5% from the School-wide Learning Measure

Four Categories

The following ratings will be used to determine the level of teacher overall effectiveness. Highly Effective represents the highest rating. Ineffective represents the lowest rating. At the end of the evaluation cycle, the ratings will be changed to the state approved headings for reporting purposes only. This will mean that Highly Effective will be highly effective and Needs Improvement will be improvement necessary. This is for the State reporting of evaluation results only, as required by legislative code.

Highly Effective- A Highly Effective teacher consistently exceeds expectations both in terms of student outcomes and instructional practice. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Effective- An effective teacher consistently meets expectations both in terms of student outcomes and instructional practice. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Needs Improvement - A teacher who is rated as Needs Improvement requires a change in performance before he/she meets expectations either in terms of student outcomes or instructional practice. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Ineffective. An ineffective teacher consistently fails to meet expectations regarding student outcomes and/or instructional practice. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

Feedback & PD

Teachers will be provided timely feedback. In addition, professional development will be tied to constructive and comprehensive feedback. Every effort by the administrative

team will be made to provide professional development aimed at enhancing teacher skills based on trends identified within evaluation data. These trends will help facilitate the focal points for improvement. The following outline critical points regarding feedback and PD.

- Formal and Informal Observations will be a source of feedback for teachers throughout the school year. Every effort will be made by the evaluators to complete observations prior to December 1st for first semester and May 1st for second semester(similar/same dates for those on trimester schedule). If a situation arises making this guideline impossible, the primary evaluator will make the building representative aware of the reason and what plan the evaluator has put into place to finish the observations.
 - Formal Observations
 - Amount: minimum of 1 formal observations (done first semester/trimester)
 - Length: minimum of 40 minutes
 - Announcement Procedures: This observation will be unannounced
 - All formal observations will utilize the MCS Teacher Effectiveness Rubric through Pivot Software (Appendix A)
 - Written feedback will be presented within 7 working days
 - A planning conference will be held prior to October 15th of each school year to provide feedback to enhance teacher preparation for instruction.
 - Post-conference will be mandatory for the formal observation.
 - Informal Observations
 - Amount: minimum of 2 short observations (at least one each semester)
 - Length: minimum of at least 10 minutes
 - Announcement Procedures: all short observations will be unannounced
 - All short observations will utilize the MCS Teacher Evaluation Rubric through Pivot software program
 - Written feedback will be provided within 7 working days (electronically)
 - Post-conference will be optional and at the discretion of the evaluator and/or teacher.
- There are no maximum limits on the number of conferences and/or observations. Additional observations and conferences may occur at any time when deemed necessary by the evaluator or at the request of the teacher. If results from the observations are not consistent or not enough evidence is collected to make a

determination then the evaluator and/or teacher reserves the right for additional observations. Teachers may request one additional observation per year.

- A copy of the summative completed evaluation form, including any documentation related to the evaluation, must be provided to the certified staff no later than seven (7) working days after the end-of-year conference is conducted. The end-of-year conference timeline is dependent upon the IDOE's ability to provide MCS with pertinent annual data. The primary evaluator shall discuss the evaluation with the certified staff member. This conference will typically happen the following year after all data has been given by the IDOE. If the inclusion of the data from the IDOE does not change the rating of the teacher, then this conference will not occur unless the administrator and/or teacher request it.
- If a certified staff member receives a rating of ineffective or Needs Improvement, the primary evaluator, certified staff member, and the mentor liaison (selected from the evaluation committee by the primary evaluator) shall develop a remediation plan (remediation plan template can be found in Appendix B and a sample remediation plan can be found in Appendix C). The mentor liaison will work with the building principal to establish a plan to elevate the teacher effectiveness to appropriate levels. The remediation plan guidelines are as follows:
 - Plan will not be more than ninety (90) school days in length
 - An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected will be discussed
 - The remediation plan will require the use of the certified staff's license renewal credits (PGP) in professional development activities intended to help the certified staff achieve at least an effective rating on the next performance evaluation.
 - The primary evaluator and mentor liaison will make every effort to break the remediation plan up into small parts to assist the teacher in being successful with their plan.
- Medora Community Schools will make every effort for a student to not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated ineffective. If this situation cannot be avoided, parents will be notified according to State statute by mail within 30 days of such determination.
- Medora Community Schools is committed to taking the time to differentiate the opportunities for all teachers to enhance their professional skills to better serve our students. The use of evaluation information in order to create rewarding professional development opportunities for our staff, tied directly to their needs identified within the evaluation process, will be vital to our student learning outcomes.
- In addition to discussing the evaluation process throughout the school year, teachers will be given the opportunity through the discussion process to offer input into any possible revisions and/or additions they deem necessary in order to

improve upon the Teacher Evaluation Handbook and the evaluation process. The teacher's association will have the right to meet with the superintendent prior to him or her sharing the district evaluation plan with the school board. This requires the union to put in a formal written request and state what specific areas they would want to discuss. This must be done at least 2 weeks prior to the scheduled sharing of the teacher evaluation plan with the school board. After this timeframe, the teachers union would follow established discussion protocols.

- The Superintendent will provide the school board access to a written district-wide teacher evaluation plan and will discuss with them the plan in open session prior to December 1st of each year.
- A teacher who receives a summative evaluation rating of ineffective may file a request for a private conference with the superintendent no later than five (5) working days after receiving notice of such rating. The teacher is entitled to a private conference with the superintendent.
- If a principal provides a teacher a written preliminary decision to either non-continue or cancel the teacher's contract, the teacher has five (5) working days to request a conference with the superintendent.
- After all student data is received from the IDOE, MCS School Corporation shall provide the results of the staff performance evaluations, including the number of certified staff placed in each performance category and teachers' college preparatory programs, to the IDOE as required by legislative code. The results will not include names or any other personally identifiable information regarding the certified staff member. This timeline is pending necessary information from the State DOE.

STATUS CHANGES

A. Probationary, Professional, and Established

1. July 1, 2012 – All teachers given a continued contract are established.
2. July 1, 2012 – All new hires are probationary.
3. Probationary teachers EARN professional status through a pattern of effectiveness (3 effective or Highly Effective ratings in any 5 year period)

B. Professional and Probationary

1. One ineffective or two consecutive Needs Improvement ratings can lead to dismissal of a probationary teacher.
2. Professional status can be lost with one ineffective rating. These teachers move to a probationary status.

C. Established Rating Action

1. Two consecutive ineffective or 3 years out of 5 receiving "ineffective" or "Needs Improvement" the contract may be cancelled.

The following will provide guidance regarding dismissal and categorical movement. MCS will continue to follow Indiana teacher dismissal procedures set forth by Indiana Code. (IC 20-28-6-7.5)

	Probationary-Any new teacher after July 1, 2012	Professional		Established-All Current teachers as of July 1, 2012
Highly Effective	When rated Highly Effective or effective for three of five years, the teacher will move to professional.	Remains at the professional level.		Remains at the established level.
Effective	When rated Highly Effective or effective for three of five years, teacher will move to professional	Remains at the professional level		Remains at the established level
Needs Improvement	Two consecutive Needs Improvement ratings may lead to dismissal.	Remains at the professional level. Any combination of three Needs Improvement or ineffective ratings within five years may lead to dismissal for incompetence.		Remains at the established level. Any combination of three improvement necessary or ineffective ratings within five years may lead to dismissal for incompetence.
Ineffective	May be dismissed.	Moved back to probationary after one ineffective rating.		Remains at the established level. Any combination of three improvements necessary or ineffective ratings within five years may lead to dismissal. Also, two consecutive ineffective ratings may also lead to dismissal.

CONTRACT CHANGES

A. Contract cancellation can occur under the new contract cancellation section:

- Immorality, insubordination, RIF, incompetence (Two consecutive ineffective ratings or a combination of Needs Improvement and ineffective ratings for three years in any five year period), neglect of duty, conviction/offense, other good/just cause.

PRIMARY COMPONENTS FOR ASSESSING TEACHER PERFORMANCE

1. **Professional Practices** – The extent to which a teacher executes a set of core competencies (including content) through observations of teacher and student actions and document reviews. This is an assessment of instructional knowledge and skills. Five (5) domains are evaluated to determine professional practices. Those domains are :

Instruction, Preparation for Learning, Classroom Environment, Assessments, and Professional Capacity.

2. **Student Learning Measures** – Objective measures of student achievement and growth to significantly inform the evaluation. Three (3) measures are used in order to assess this area are as follows:

Content Learning Goal (CLG),
Literacy Learning Goal (LLG), and
School-Wide Learning Measures (SWLM).

PROFESSIONAL PRACTICES OVERVIEW (MCS TER)

The MCS Teacher Effectiveness Rubric (TER) will be utilized to score each certified teacher within the school corporation. This rubric is aligned with the research on what drives student achievement and ultimately seeks to shine a spotlight on great teaching, provide clear expectations for teachers, and support a fair/transparent evaluation of effectiveness. A copy of the MCS TER can be found in Appendix A or can be obtained from the Medora Community Schools Central office. For the building principal evaluation, the district will utilize the Medora Community Schools Principal Effectiveness Rubric. The Superintendent will be rated based on the ISBA/IAPSS Indiana Superintendent Evaluation Rubric. For the Building Principal and Superintendent, the Rubric will count for 85% of the summative score and the other 15% will come from the Corporate Letter grade.

5 Domains of TER

The professional practices identified within the MCS TER are divided into five domains. The five domains are as follows:

- Domain 1- Instruction
- Domain 2- Preparation for Learning
- Domain 3- Classroom Environment
- Domain 4- Assessments
- Domain 5- Professional Capacity

Overall Ratings for MCS TER Domain

Each of these domains will be scored based on evidence collected within the evaluation process as either:

- Highly Effective (4)
- Effective (3)
- Needs Improvement (2)
- Ineffective (1)

Four (4) represents the highest possible score; one (1) represents the lowest score possible.

For each domain, all indicators will be scored and the average of indicators will be calculated. The following scale will be utilized to determine overall rating under each domain:

- 4.00-3.50 Highly Effective
- 3.49- 2.60 Effective
- 2.59- 1.75 Needs Improvement
- 1.75- 1.00 Ineffective

The overall ratings for the MCS TER will be determined from the following weights:

Instruction = 50%
Preparation for Learning = 20%
Classroom Environment = 10%
Assessments = 10%
Professional Capacity = 10%

STUDENT LEARNING OVERVIEW

Student learning is a teacher's contribution to academic progress over the course of the school year. In order to assess Student Learning outcomes, MCS will utilize multiple measures. Those measures include the following:

- A. *School-wide Learning Measure*- School-wide learning invests all individuals in the success of a building's students. This measure is designed to be something that everyone can contribute to, regardless of grade level or subject matter. The school-wide counts equally for all teachers. It is aligned to the A-F accountability policy. When calculating rating for School-wide Learning Measure, we will utilize the DOE approved formula. (A = Highly Effective, B = Effective, C = Needs Improvement, and D/F = Ineffective)
- B. *Content Learning Goal*- This goal will target student growth and achievement within the standards of the class. The CLG should be determined based on essential learning outcomes determined by the teacher (or collaboratively by teachers in the same area if appropriate) that is agreed upon with the evaluator.
- C. *Literacy Learning Goal*- This goal will target student growth and achievement focused on enhancing student literacy. The LLG should be determined based on literacy focuses aligned with essential learning outcomes determined by the teacher (or collaboratively by teachers in the same area if appropriate) that is agreed upon with the evaluator.

SCORING OF CONTENT/LITERACY LEARNING GOALS

	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Content/Literacy Learning Goals	The teacher has surpassed expectations of the Learning Goal and/or demonstrated an outstanding impact on student learning.	The teacher has met the expectation described in the Learning Goal and/or has demonstrated a considerable impact on student learning.	The teacher has demonstrated an impact on student learning, but has not fully met the expectation described in the Learning Goal.	The teacher has not met the expectation described in the Learning Goal and has not demonstrated a sufficient impact on student learning.

The content and literacy learning goals will be scored individually and the average will be utilized within the summative scoring. If growth has occurred within the teacher performance over the course of the year, then the primary evaluator has the right to provide the staff member with the evaluation rating most appropriate with the teachers level of performance.

CONFERENCES

- Each teacher will have a planning conference prior to November 1st. The purpose will be to collect evidence and provide feedback on Domain 2 and set goals (Content, Literacy, and Pedagogy) for the year.
- Each teacher will have a mid-year conference to discuss progress towards content/literacy goals and/or their professional development plan. This conference is optional and will be held at the request of the primary evaluator.
- Additional conferences may occur at the primary evaluator's discretion.
- A summative teacher effectiveness rubric conference will be held prior to the end of the school year in which the teacher will receive a final rating on teacher effectiveness rubric.
- A summative rating conference will only be held the following school year if the data from the DOE were to change the rating for a teacher or upon teacher/primary evaluator's request.
- If the opportunity presents itself, two conferences may be merged within one conference time pending approval by both primary evaluator and the teacher.

APPENDIX A- TEACHER EFFECTIVENESS RUBRIC

Domain 1: Instruction

<u>Competencies</u>	<u>Highly Effective</u>	<u>Effective</u>	<u>Needs Improvement</u>	<u>Ineffective</u>
<u>Focus on Learning</u>	<p>In addition to Effective:</p> <p>The learning goal is focused on acquisition of knowledge or skill development rather than simply stating an activity to complete.</p> <p>Through the use of multiple methods, the teacher keeps the student focused on lesson objectives by restating them throughout the lesson.</p> <p>Student comments show they can determine what the important information is within the lesson.</p>	<p>Objectives focusing on the purpose and goals of the lesson are clearly stated and students understand why they are partaking in this lesson and how to meet learning outcomes.</p> <p>Teacher sets up lesson so important information for students is highlighted multiple ways.</p>	<p>Either the intended learning objectives or levels of performance are not clearly articulated.</p> <p>Teacher highlights important information only using one modality (such as visual, auditory, etc.) or only at the beginning of the lesson.</p> <p>The purpose of the lesson is stated but there is a failure to connect students to understand the purpose of the lesson.</p>	<p>Neither the intended learning objectives nor levels of performance are clearly articulated.</p> <p>There is no evident purpose to the lesson.</p>
<u>Collaborative Learning Opportunities</u>	<p>In addition to Effective:</p> <p>The teacher utilizes student data when applicable to create groupings that will develop complex thinking.</p> <p>During group work, students ask questions and seek feedback from their peers.</p>	<p>Students are given opportunities to support each other in the process of developing new knowledge.</p> <p>Students are given opportunities to practice and deepen understanding of the knowledge base with collaborative support.</p>	<p>Limited collaborative opportunities are utilized or collaborative opportunities are not structured to fully support the learning of new material or complex thinking skills.</p>	<p>No collaborative opportunities are utilized or collaborative opportunities are not structured to support the learning of new material or complex thinking skills.</p>

<p>Creating Learning Opportunities for All Students</p>	<p>In addition to Effective:</p> <p>Teacher gives students' ample time and support to reflect on their learning.</p> <p>Teacher provides a variety of supports (such as graphic organizers, etc.) to students based on their needs.</p> <p>Students are able to ask questions and provide explanations during instruction that produces higher-level thinking.</p>	<p>Teacher creates learning opportunities and proper supports for all students to be successful within the lesson, such as:</p> <p>Previewing New Content prior to instruction;</p> <p>Chunking Content into smaller parts;</p> <p>Helping students process and elaborate while working with new knowledge opportunities;</p> <p>Reviewing of content while providing resources to guide learning;</p> <p>and creating closure opportunities which highlight essential learning outcomes.</p>	<p>Teacher utilizes support systems but fails to meet the needs of all students within the classroom.</p> <p>Instructional strategies tend to favor a majority of the students but strategies do not fully support the individual needs of students.</p> <p>The teacher ends the lesson without a summary of the key points within the lesson.</p>	<p>There is a lack of instructional supports throughout the lesson and no evidence of differentiation occurs.</p> <p>The instructional strategies only support less than half of the students within the classroom and the strategies do not support the individual needs of the students.</p> <p>There is no clear structure to the lesson.</p>
<p>Essential Learning Development</p>	<p>In addition to Effective:</p> <p>Students demonstrate high levels of skill acquisition through comments, answers, and artifacts.</p> <p>Students purposefully interact with a variety of problems focused on developing deeper understanding of essential skills.</p>	<p>Students are given various opportunities within the lesson to develop essential skills, such as:</p> <ul style="list-style-type: none"> - Literacy development - Problem Solving - Compare/Contrast - Examining Errors in Reasoning - Generating/Testing Hypotheses - Other Content Focused Strategies <p>The teacher builds in the support mechanisms for students to be successful while working with these essential skills.</p>	<p>Students are given time to work on essential skills but fail to make progress or are given only one method of developing the essential skills.</p> <p>The teacher fails to build in enough support mechanisms for students to be successful while working with the essential skills.</p>	<p>Teacher fails to give time to develop skills or utilizes ineffective method(s).</p> <p>Virtually no support mechanisms are incorporated within the lesson to develop the students' skill levels.</p>

<p>Engagement within Learning</p>	<p>In addition to Effective:</p> <p>The teacher serves as a facilitator of learning as evident by high levels of student talk throughout the lesson.</p> <p>Students demonstrate enthusiasm throughout lesson.</p> <p>Students are actively taking part within the lesson and provide evidence to support their arguments and new ideas.</p> <p>Pacing within the lesson provides multiple opportunities for all students to progress through learning objectives.</p>	<p>Teacher uses a variety of methods to engage all students within the lesson.</p> <p>Teacher takes action to re-engage students when the level of energy is low.</p> <p>Teacher utilizes effective question techniques to engage all students within the learning opportunity (wait-time, response cards, etc.).</p> <p>When appropriate, teacher utilizes student movement to increase engagement levels.</p> <p>Teacher demonstrates enthusiasm within instruction.</p>	<p>Engagement levels within the classroom are low due to one of the following reasons:</p> <p>Failure of teacher to recognize disengagement;</p> <p>Lack of variety within instructional delivery;</p> <p>Ineffective questioning techniques;</p> <p>and Teacher dominated conversation throughout the lesson.</p>	<p>Engagement levels within the classroom are low due to multiple reasons listed in Needs Improvement column.</p>
<p>Feedback for Learning</p>	<p>In addition to Effective:</p> <p>Students obtain feedback from their peers that helps guide their learning.</p> <p>Teacher provides feedback to each student that prompts student thinking and allows him or her to move toward complex knowledge acquisition.</p>	<p>Teacher is able to take content knowledge and develop opportunities for students to enhance their own content base through facilitation rather than transmission.</p> <p>Questioning and activities are purposefully used to identify student needs and teacher is able to provide feedback that guides students' towards next step in learning.</p> <p>Feedback within the classroom utilizes various methods (individual conferencing, guide practice, peer assistance, etc.) to assist students toward progressing in their learning.</p>	<p>Teacher is unable to relate content knowledge to students or relates in a manner where they transmit knowledge rather than facilitate relevant learning opportunities.</p> <p>Opportunities within the lesson to identify student needs are not fully utilized, thus student leaves without a clear understanding of how to move forward.</p> <p>Very limited methods are utilized to provide students' feedback.</p>	<p>Feedback is limited (or absent) and does not provide an opportunity for students to determine what the next step toward progress in learning is.</p> <p>Opportunities within the lesson to identify student needs are not utilized at all, thus student leaves without an understanding of how to move forward.</p> <p>No feedback methods are utilized to provide students' feedback (or overreliance on one method).</p>

Domain 2: Preparation for Learning

<u>Competencies</u>	<u>Highly Effective</u>	<u>Effective</u>	<u>Needs Improvement</u>	<u>Ineffective</u>
<u>Creating Connections</u>	<p>In addition to Effective:</p> <p>Each student is given opportunity within the unit to reflect on the learning and it's applications to the real world.</p> <p>Teacher provides ample opportunities for students to develop higher-level thinking and relate it back to meaningful and relevant situations.</p>	<p>Teacher makes a conscientious effort to connect lessons/unit plans to student interests and backgrounds when relevant.</p> <p>Lesson/Unit plans are organized so content is meaningful and relevant to students.</p> <p>Lessons/Unit plans build on each other throughout the unit in order for students to enhance learning through prior knowledge connections.</p>	<p>Lesson/Unit plans seldom make connections to student interests or backgrounds when relevant.</p> <p>Lesson/Unit plans are not fully organized so content is meaningful and relevant to students.</p> <p>Lessons/Unit plans fail to fully build on each other throughout the unit in order for students to enhance learning through prior knowledge connections.</p>	<p>Lesson/Unit plans never make connections to student interests and backgrounds thus failure to create meaningful and relevant lessons for students when relevant.</p> <p>Lessons/Unit plans fail to build on prior knowledge connections.</p>
<u>Curricular Alignment</u>	<p>In addition to Effective:</p> <p>Teacher prioritizes essential learning outcomes within the intended curriculum and creates multiple opportunities for students to engage in tasks.</p> <p>Students create standards-based success criteria for each learning goal within the unit.</p>	<p>Learning outcomes and targets within the unit are tied to established content standards.</p> <p>Unit plans have embedded cross-curricular skills within the lessons.</p> <p>Designs unit/lesson plans that require higher-level thinking and problem solving tied to curriculum.</p>	<p>Learning outcomes and targets are not directly tied to established content standards.</p> <p>Unit plans have not fully embedded cross-curricular skills within the lessons.</p> <p>Unit/lesson plans do not require enough higher-level thinking and problem solving opportunities that are tied to curriculum.</p>	<p>Key curricular outcomes are missing within the unit or failure to tie to content standards occurs.</p> <p>Teacher has failed to embed any cross-curricular skills within the lesson/unit plans.</p> <p>There is lack of evidence to support any incorporation of higher-level thinking and problem solving opportunities that are tied to curriculum.</p>

<p><u>Optimal Progression</u></p>	<p>In addition to Effective:</p> <p>Teacher has examined multiple sources of prior learning data to determine the needs of each student within the class regarding intended learning outcomes within the unit.</p> <p>Teacher plans a variety of support mechanisms for the challenging opportunities. The support levels differ based on individual student readiness levels.</p>	<p>Teacher has planned to embed the following in their instruction:</p> <p>Effective scaffolds to support the learning process and challenging opportunities that lead to deeper understanding of intended learning outcomes are based upon examination of student data;</p> <p>Effective utilization of resources such as technology within the unit;</p> <p>Careful considerations for adhering to the needs of Special Education students and At-risk students;</p> <p>and ways to communicate to students clear and high expectations.</p>	<p>Scaffolds to support the learning process are not fully developed or the opportunities fail to lead to deeper understanding of intended learning outcomes for all students.</p> <p>Utilization of resources such as technology are not fully developed within the unit;</p> <p>Careful considerations for adhering to the needs of Special Education students and At-risk students are not fully thought out;</p> <p>Communication to students lacks some clarity or expectation levels are set too low.</p>	<p>Scaffolds to support the learning process are not developed or the opportunities do not lead to deeper understanding of intended learning outcomes.</p> <p>Utilization of resources such as technology are not developed within the unit;</p> <p>Careful considerations for adhering to the needs of Special Education students and At-risk students are not thought out;</p> <p>Communication to students lacks clarity or expectation levels are not set at all.</p>
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Domain 3: Classroom Environment

<u>Competencies</u>	<u>Highly Effective</u>	<u>Effective</u>	<u>Needs Improvement</u>	<u>Ineffective</u>
Culture of Learning	<p>In addition to Effective:</p> <p>Students' questions and comments display a desire to understand and apply areas of learning.</p> <p>Students are motivated to engage in complex tasks and assist other students in the process.</p> <p>Students are able to self-monitor regarding expectations within the classroom for learning.</p>	<p>Teacher and students have developed a classroom environment focused on learning as evident by:</p> <p>Celebration of student success;</p> <p>Encouraging students to take risks;</p> <p>Respecting different ways of thinking;</p> <p>Establishing high expectations for themselves;</p> <p>and Adhering to the rules and procedures.</p>	<p>The classroom has begun the move towards focus on learning, as evidenced by two of the indicators below not being met:</p> <p>Failure to celebrate student success;</p> <p>Students are not encouraged to take risks;</p> <p>Teacher does not respect different ways of thinking;</p> <p>High expectations are not evidenced by teacher and students;</p> <p>Students do not adhere to the rules and procedures.</p>	<p>The classroom is not showing progress towards moving to a focus on learning, as evident by three or more indicators below not being met:</p> <p>Failure to celebrate student success;</p> <p>Students are not encouraged to take risks;</p> <p>Teacher does not respect different ways of thinking;</p> <p>High expectations are not evidenced by teacher and students;</p> <p>Students do not adhere to the rules and procedures.</p>
Shifting the <u>Responsibility</u> of Learning	<p>In addition to Effective:</p> <p>Students consistently are able to assess their own learning progress towards intended learning objectives within the lesson and unit.</p> <p>Students are able to solve problems in a variety of ways.</p>	<p>Teacher utilizes a variety of instructional strategies to promote learning and independence for students.</p> <p>Teacher develops scaffolds and supports to aid students in reaching intended learning objectives.</p> <p>Teacher uses a variety of methods to explain and demonstrate content.</p>	<p>Teacher utilizes limited instructional strategies to promote learning and independence for students.</p> <p>Teacher does not fully develop scaffolds and supports to aid students in reaching intended learning objectives.</p> <p>Teacher uses one method to explain and demonstrate content.</p>	<p>The instructional strategies utilized do not promote learning or independence for students.</p> <p>There is an absence of scaffolds and supports within the learning process.</p> <p>Teacher utilizes ineffective methods for explaining or demonstrating knowledge.</p>

Domain 4: Assessments

<u>Competencies</u>	<u>Highly Effective</u>	<u>Effective</u>	<u>Needs Improvement</u>	<u>Ineffective</u>
Creates Valid and Reliable Assessments to Gauge Learning	<p>In addition to Effective:</p> <p>Teacher provides students with a variety of options to demonstrate mastery of intended learning outcomes.</p> <p>Teacher provides students with opportunities to develop authentic ways to demonstrate mastery of intended learning outcomes.</p> <p>Students are able to clearly communicate the expectations and purpose of the assessment.</p>	<p>Teacher utilizes a variety of formal and informal assessment measures in order to gain a more accurate depiction of student progress and growth toward intended learning outcomes.</p> <p>Teacher utilizes assessments that require students to demonstrate higher-order thinking skills.</p> <p>Teacher modifies assessments when needed to meet the individual needs of students.</p>	<p>Teacher relies on one method or fails to accurately depict student progress and growth toward some of the intended learning outcomes.</p> <p>Teacher utilizes assessments that do not challenge the student sufficiently.</p> <p>Teacher fails to adequately modify assessment to meet needs of individual students.</p>	<p>Teacher creates assessments that do not measure the intended learning outcomes.</p> <p>Teacher utilizes only lower-order thinking skills.</p> <p>Teacher fails to meet the individual needs of students (ie. Special Education, 504, and At-Risk Students).</p>
Guiding Instruction through Assessment Results	<p>In addition to Effective:</p> <p>Students are able to use their own assessment data to determine what they should do to master intended learning objectives.</p> <p>Teacher frequently follows up with students not displaying success on assessments in order to assist student in reaching deeper levels of understanding.</p>	<p>Teacher makes necessary modifications to maximize instructional time.</p> <p>Teacher monitors student learning through formal and informal techniques.</p> <p>Teacher is able to evaluate the effectiveness of each lesson in order to plan where to go next.</p> <p>All assessment measures are aligned with intended learning objectives.</p>	<p>Teacher does not fully make necessary modifications to maximize instructional time.</p> <p>Teacher uses only formal techniques to monitor student learning.</p> <p>Teacher is not completely certain regarding the success of each lesson in order to plan where to go next.</p> <p>Not all assessment measures are aligned with intended learning objectives.</p>	<p>There is an absence of necessary modifications to maximize instructional time.</p> <p>Teacher uses no formal or informal techniques to monitor student learning.</p> <p>Teacher fails to identify the success of each lesson in order to plan where to go next.</p>

Tracking Student Progress	<p>In addition to Effective:</p> <p>Students frequently assess their own progress toward intended learning outcomes.</p> <p>Teacher has each student track their effort in order for students to make a connection between effort and results in order to promote a growth mindset.</p>	<p>Teacher has in place a systematic method of tracking each student's progress toward intended learning outcomes within the unit.</p> <p>Teacher uses multiple sources of assessment data to make determination of student progress.</p>	<p>Teacher does not have a systematic method of tracking each student's progress toward intended learning outcomes within the unit.</p> <p>Teacher relies on one source of assessment data to make determination of student progress.</p>	<p>Teacher does not have a systematic method of tracking the class' progress or utilizing student data to determine strengths or weaknesses for intended learning outcomes within the unit.</p> <p>Teacher does not have any assessment data to make a determination of student progress.</p>
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Domain 5: Professional Capacity

<u>Competencies</u>	<u>Highly Effective</u>	<u>Effective</u>	<u>Needs Improvement</u>	<u>Ineffective</u>
Collaboration and Reflection	<p>In addition to Effective:</p> <p>The teacher reflects on and adjusts methodologies as needed.</p>	<p>Teacher evaluates the effectiveness of the instructional strategies based on student results and modifies instructional choices appropriately.</p> <p>Teacher frequently evaluates the effectiveness of lessons to determine where he or she should take the class next.</p> <p>Regularly tracks and reflects on progress being made to remedy pedagogical weaknesses.</p>	<p>Teacher does not frequently evaluate the effectiveness of the instructional strategies based on student results and use this to modify instructional choices appropriately.</p> <p>Teacher seldom evaluates the effectiveness of lessons to determine where he or she should take the class next.</p> <p>Occasionally tracks and reflects on progress being made to remedy pedagogical weaknesses.</p>	<p>Teacher does not evaluate the effectiveness of the instructional strategies based on student results.</p> <p>Teacher never evaluates the effectiveness of lessons to determine where he or she should take the class next.</p> <p>Seldom to never tracks and reflects on progress being made to remedy pedagogical weaknesses.</p>

Professional Growth	<p>In addition to Effective:</p> <p>Seeks professional development opportunities for personal improvement when not required to do so.</p> <p>Identifies and works with teachers who can help support their professional growth.</p> <p>Teacher collaborates and supports other teachers in making progress towards their peer's growth plan.</p>	<p>Teacher develops a written growth plan and tracks progress towards reaching goals.</p> <p>Feedback from instructional evaluator and self-reflection help determine the goals of growth plan.</p> <p>Teacher examines student results to determine whether goals are being met (if applicable).</p>	<p>The teacher fails to track progress towards reaching goals.</p> <p>Goals established will have limited impact on improving student-learning outcomes or enhance teacher effectiveness.</p>	<p>The teacher fails to establish written growth plan.</p> <p>Goals established will have little to no impact on improving student-learning outcomes or enhance teacher effectiveness.</p>
Professionalism	<p>In addition to Effective:</p> <p>Teacher seeks out ways to assist with enhancing their colleagues' effectiveness.</p> <p>Actively participates and promotes exchanges of ideas that enhance learning opportunities for students.</p>	<p>Teacher has positive communications and interactions with colleagues, students, and other stakeholders.</p> <p>Teacher adheres to district and school initiatives.</p> <p>Teacher shares in responsibility of learning for all students throughout the building.</p> <p>Consistently and fairly reinforces learning and behavior expectations to all students.</p> <p>Consistently meets all responsibilities.</p>	<p>Fails to meet one criteria in the Effective column.</p>	<p>Fails to meet more than one criteria in the Effective column.</p>

Appendix B- Professional Remediation Plan (Template)

Teacher – XXXX-XXXX School Year

Area(s) of Strength:

Administrator _____

Teacher _____

Area(s) in Need of Improvement:

	Problem Description w/ Evidence	Suggested Improvement Strategies	Evidence of Attainment w/ Timeline
Administrator			
Teacher			

Resources Needed for Improvement Plan

Improvement Area	Administration	Teacher

Signatures:

Teacher Association Representative Administrator

Date Date Date

Appendix C- Professional Remediation Plan (Sample)

Teacher Name – XXXX-XXXX School Year

Area(s) of Strength:

Administrator XXXX's strength is in her work ethic. She desires to do a good job in all her areas of responsibilities and is willing to work as hard as it takes in order to accomplish her goals. She often volunteers for committees, sponsorships, or other duties around the school.

Teacher _____

Area(s) in Need of Improvement:

	Problem Description w/ Evidence	Suggested Improvement Strategies	Evidence of Attainment w/ Timeline
Administrator	Instructional & Assessment Strategies: XXXX appears to teach her content area with little to no differentiation of instructional or assessment strategies as evidenced by student feedback and administrative observation. This is a problem for the "non-traditional" learner or a student who has learning disabilities which would require modifications, accommodations, and/or individual attention. Students have indicated frustration with comprehending the material and receiving appropriate intervention strategies or delivery techniques which would provide another avenue of mastery. XXXX relies heavily on students maintaining notebooks and completing reports to demonstrate mastery. Assessments seem to be heavily reading dependant which can be prohibitive for some students. XXXX on occasion uses her classroom time for other, non-class related, work (i.e. committee, sponsorship.)	<ol style="list-style-type: none"> 1. XXXX will collaborate with special education teachers in the creation of her weekly lesson plans to include appropriate learning and assessments strategies for special needs learners. 2. XXXX will use a minimum of two different instructional strategies (brief direct instruction followed by: project, small group, large group, kinesthetic, auditory, visual, manipulative, lab, etc) per 46 minute class period. The Best Practices book, research based resource guide from principal, or "Instruction for All Students" by Paula Rutherford may be referred to as a source of ideas. 3. XXXX will pre-teach all vocabulary with students. 4. XXXX will break chapters into manageable chunks, targeting power standards for those students on IEP's. 5. XXXX will use a minimum of three different types of assessments per unit/chapter. These can be formal or informal based upon the content. Homework will be assessed for mastery in addition to completion. 6. XXXX will be actively involved with students the entire 46 minutes of each class. 	<p>Lesson plans will be submitted each Friday for the remainder of the year to principal for the following week. Lesson plans will follow an agreed upon format which allows XXXX to identify the instructional strategies used in each lesson along with any modifications made for special needs learners.</p> <p>XXXX will provide copies of all assessments and rubrics to the administration along with a breakdown by grade received to show student mastery. Indicate those standards which you intend to remediate based upon poor or low performance. Remediation should take an alternative format than initial instruction and should be explained in weekly lesson plans as to where and when such remediation will take place.</p>
Teacher			

Administrator	Compliance with IEP specifications: XXXX is perceived by some students and parents as having shown a lack of responsiveness to the needs of students on IEP's. In attempting to meet the requirements of some IEP in her own way, she has inadvertently minimized the impact of the modifications themselves.	1. XXXX will review the IEP of each student enrolled in her class. She will consult with special education teachers about the appropriate accommodations and modifications to be made for each student and implement those in her teaching strategies. These should be reflected in her lessons plans.	XXXX will provide a log of phone conversations, emails, or personal meetings with the special education teachers regarding each student on an IEP in her classes. These consultations should be done prior to March 24, 2012.
Teacher			
Administrator	Confidentiality Practices with Students - Relationships: XXXX has made informal comments to individual students and to groups of students which reflect a lack of respect for privacy or sensitivity to special needs learners as indicated by numerous parent and student complaints and observations by various employees. XXXX often times approaches students in what she perceives as a casual or friendly manner, but is perceived as harsh and abrasive by students.	1. XXXX is to refrain from discussing other students to her class. 2. XXXX will refrain from discussing sensitive personal issues with individual students within close proximity to others. 3. XXXX will review Article 7 of the Indiana code regarding ethical practices and confidentiality.	XXXX will maintain a log of private student conversations, indicating the appropriate nature and location of the conversations. This log may be reviewed by administration as needed.
Teacher			

Resources Needed for Improvement Plan

Improvement Area	Administration	Teacher
Confidentiality	Provide XXXX a copy of Article 7.	

Signatures:

_____ Teacher	_____ Association Representative	_____ Administrator
_____ Date	_____ Date	_____ Date

Medora Community School Corporation Principal Evaluation Metrics and Summative Scoring

LEADERSHIP OUTCOMES (85%):

Medora Community School Principal Effectiveness Rubric (85%): This score is obtained from using the MCSC Principal Effectiveness Rubric. It is weighted 85% of the principal's comprehensive rating.

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

STUDENT LEARNING DATA (15%):

A-F Accountability Grade (15%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to evaluators to include in the evaluation. It is weighted 15% of the principal's comprehensive rating.

A-F Grade	Category	Points
A	Highly Effective	4
B	Effective	3
C	Improvement Necessary	2
D - F	Ineffective	1

ROLLING UP THE SCORE:

	Raw Score	Weight	Score
Rubric Rating		.85	
A-F Grade (IDOE)		.15	
Core Professionalism			-.05
		Comprehensive Effectiveness Rating	

SCALE:

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

CORE PROFESSIONALISM:

- Attendance (Administrators follow corporation attendance policies for certified staff and attend after school events sponsored by the school)
- On-Time Arrival and Departure (Administrators regularly arrive early or on time and leave at the normal dismissal time or later, setting an example for other employees)
- Policies and Procedures (Administrators are familiar with administrative policies and follows board approved procedures)
- Respect/Ownership (Administrators take ownership of their buildings and respect the importance of their representation as a school leader in the community)

This domain represents non-negotiable aspects of being a professional and building administrator.

This domain has two rating levels: Does not Meet Standard and Meets Standard. If an administrator does not meet standard in at least one of the four indicators, they automatically have a .5 point deduction from their Final Score. If an administrator has met standards in each of the four indicators, their Final Score does not change.

PRINCIPAL EVALUATION INFORMATION:

- Annual evaluations will be required for all principals, assistant principals and dean of students.
- The superintendent will observe each principal and assistant principal a minimum of 2 times per year.
- Principals may retain an evidence folder supporting competencies under each indicator in the evaluation rubric.
- Post observation conferences will be held in December and May. A final evaluation rating conference will be held during September of the next school year. (As soon as IDOE assigns school grades)
- Principals will provide input into the evaluations of assistant principals and dean of students that are completed by the superintendent.

MCSC Principal Rubric

1. Enhancing Instruction

1.1. Competency Articulated Vision of Sound Instruction

Highly Effective

In addition to the Effective domain:

- Experienced teachers are part of the training process for new teachers on the instructional model.
- The principal consistently works with teachers and central office administration to refine instructional model to ensure better understanding and integration within the school.

Effective

- A written document articulating sound instruction has been given to all teachers and is constantly referred to throughout the year.
- Systematic training process has been developed to ensure awareness and implementation of articulated instruction model for new teachers.
- Teachers can describe the articulated instructional model.
- Instructional model is tied to research in the field of education and enhancing student learning.

Improvement Necessary

- The written document has not been discussed with all teachers or there is a lack of emphasis given throughout the year.
- The training of new teachers does not fully make them aware or does not provide follow-up to ensure full implementation of instructional model.
- Not all teachers are able to articulate the instructional model when asked.
- Instructional model utilizes limited research or has limited connection to student learning.

Ineffective

- The written document is not been created or there is no evidence of integration of the model within the school.
- There is a lack of a training program for new teachers or the training program lacks effectiveness that leads to no implementation of instructional model.
- Many teachers are unable to articulate the instructional model when asked.
- No evidence of research in the creation of instructional model.

1.2. Competency Assessing Current Instructional State of Building

Highly Effective

In addition to the Effective domain:

- The principal's rating of teachers' is aligned with student learning outcomes within classrooms.
- Principal frequently works with teacher or groups of teachers to examine student performance data and guides them in the process of linking this data to instruction.
- The principal frequently examines whether shifts in instructional practices creates new areas of overreliance within building.

Effective

- Principal closely examines walk-through data to determine instructional trends occurring within the school.
- Principal has discussions with whole building and/or teams of teachers over the current instructional practices.
- If there is an overreliance on one particular instructional strategy (building or classroom) it is being effectively communicated to appropriate teachers.

Improvement Necessary

- Principal does limited walk-throughs or does not fully aggregate data to determine trends within school.
- Principals' discussion with teachers does not fully articulate the current instructional practices.
- An overreliance on one particular instructional strategy (building or classroom) is not being effectively communicated to appropriate teachers.

Ineffective

- Principal does not conduct or fails to examine walk-through data to determine instructional trends within the school.
- Principal does not articulate the current instructional practices with teachers.
- Principal fails to have a discussion with appropriate teachers when overreliance of one particular instructional strategy occurs or fails to identify the overreliance.

1.3. Competency Providing Feedback through Observations

Highly Effective

In addition to the Effective domain:

- Principal consistently reviews feedback provided to staff members and seeks guidance from other members of the administrative team or teachers to enhance their ability to provide feedback to teachers.
- Principal ensures feedback is given to teachers is tied to each teacher's pedagogical growth goals.
- Discussions occur frequently with each teacher over their impact on student learning as evident by student achievement data.
- Principal has developed a process to monitor whether teachers following observational feedback are taking action.

Effective

- Teachers are provided feedback over pedagogical strengths and weaknesses in language they understand.
- Feedback given to teacher is tied to instructional model and district approved evaluation rubric.
- Principals' feedback to teachers encourages them to take steps towards enhancing the teachers' pedagogical prowess.
- The principal meets with teachers throughout the year to assist them in creating, accomplishing, and tracking their pedagogical growth goals.
- The principal ensures the observational feedback is given to the teachers within district-approved timeline to ensure teacher can take action, when needed.

Improvement Necessary

- Feedback provided to teachers lacks complete insight or is not in teacher-appropriate language.
- Feedback fails to tie to some essential aspects of the instructional model or evaluation rubric.
- Feedback lacks encouragement for teachers or fails to give teacher a complete roadmap to enhancing their pedagogy.
- The principal does not fully support or provide enough assistance to teachers to ensure success on pedagogical growth goals.
- Feedback provided through observations has sometimes not met an appropriate timeline to assist teachers in taking necessary action.

Ineffective

- There is an absence of relevant feedback for teachers.
- There is no tie between the feedback given to teachers and the instructional model or evaluation rubric.
- Feedback given to teachers demoralizes them or provides no focus to improve.
- The principal fails to support or provide assistance to teachers within the pedagogical growth goal process.
- Feedback provided through observations has frequently not met an appropriate timeline to assist teachers in taking necessary action.

1.4. Competency Providing Resources for Teachers their Needs based on

Highly Effective

In addition to the Effective domain:

- The principal constantly seeks feedback from teachers regarding the professional development programs and seeks their input resulting in better professional development opportunities for all teachers.
- Teachers within the building are sharing resources they have found with other teachers to create enhanced instruction for all students.
- Principal has provided necessary resources for teachers not reaching effective level within remediation plans and teachers have been able to move into the effective range.

Effective

- Principal has tied professional development opportunities to teachers needs based on observational data or pedagogical growth goals.
- Principal has reflected on professional development opportunities provided to ensure they are being properly implemented and creating changes within their teacher's instructional choices.
- Principal has developed a wealth of instructional resources for teachers centered on instructional model.
- The amount of resources provided to a teacher is based on the current instructional state of each teacher.

Improvement Necessary

- Principal has not fully tied professional development opportunities to teachers needs based on observational data or pedagogical growth goals.
- Principal has reflected on a majority of professional development opportunities provided to ensure they are being properly implemented and creating changes within their teacher's instructional choices.
- Principal has developed limited instructional resources for teachers centered on instructional model.
- The amount of resources provided to a teacher fails to completely reflect their instructional state.

Ineffective

- Principal has not tied professional development opportunities to teachers needs based on observational data or pedagogical growth goals.
- Principal has failed to reflect on professional development opportunities provided to ensure they are being properly implemented and creating changes within their teacher's instructional choices.
- Principal has developed virtually no instructional resources for teachers centered on instructional model.
- The amount of resources provided to a teacher does not take into account their current instructional state.

1.5. Competency Ensuring Curricular Alignment and Academic Rigor within Instruction

Highly Effective

In addition to the Effective domain:

- Principal has conducted meetings with teams of teachers regarding matching written and taught curriculum.
- Principal consistently reviews teachers tracking systems and meets with them to provide insight over possible changes needed to ensure all students are mastering the essential elements of the curriculum.
- Principal consistently meets with teachers to review and revise essential elements of the curriculum in order to create focused and efficient instruction throughout the building.

Effective

- Principal has developed a system to track whether instruction and assessment within each classroom is aligned with written curriculum.
- Principal ensures essential elements of the curriculum and building goals are being implemented within each classroom.
- Principal has clearly articulated academic rigor with teachers and ensures it is being implemented within each classroom.
- Principal has communicated and developed buy-in of all teachers regarding a building focused on student learning rather than coverage of material.

Improvement Necessary

- Principal's system to track whether instruction and assessment within each classroom is aligned with written curriculum does not fully capture current state.
- Principal does not fully ensure essential elements of the curriculum and building goals are being implemented within each classroom.
- Principal has not fully articulated academic rigor with teachers or fails to ensure it is being implemented within each classroom.
- Principal has communicated but not developed buy-in of all teachers regarding a building focused on student learning rather than coverage of material.

Ineffective

- Principal has not developed a system to track whether instruction and assessment within each classroom is aligned with written curriculum.
- Principal does not ensure essential elements of the curriculum and building goals are being implemented within each classroom.
- Principal has not clearly articulated academic rigor with teachers and fails to ensure it is being implemented within each classroom.
- Principal has failed to communicate or not developed buy-in of a majority of teachers regarding a building focused on student learning rather than coverage of material.

2. Leading School Improvement

2.1. Competency Creating Goals Tied to Comprehensive Needs Assessment

Highly Effective

In addition to the Effective domain:

- Teachers and staff are up-to-date on the current level of student achievement within the building and actively seek ways to become part accomplishing the building goals.
- Principal frequently monitors and communicates to teachers and staff the progress being made towards the building goals.
- Teachers and staff members are able to articulate the current state of progress towards building achievement goals.

Effective

- Principal examines student achievement and other data linked to student learning to assess the current state of the building.

- Student achievement levels are depicted for teachers/staff that use various measures and are made easy to understand.
- Principal establishes measureable and rigorous goals that highlight the overall percentage of students demonstrating proficiency at building-level, free/reduced lunch students, and for the short, medium, and long-term success of the building.
- Principal posts achievement goals in a manner to ensure all teachers and staff members are aware of the building achievement goals and frequently discusses the progress towards these goals in staff meetings.

Improvement Necessary

- Principal examines student achievement and limited amounts of other data linked to student learning to assess the current state of the building.
- Student achievement levels are depicted for teachers/staff that use a few measures but are still made easy to understand.
- Principal establishes measureable and rigorous goals that highlight the overall percentage of students demonstrating proficiency at building-level but fails to include goals for free/reduced lunch students or does not consider the short, medium, and long-term success of the building.
- Principal posts achievement goals in a manner to ensure all teachers and staff members are aware of the building achievement goals but fails to frequently discuss the progress towards these goals in staff meetings.

Ineffective

- Principal examines only student achievement data and fails to utilize other data linked to student learning to assess the current state of the building.
- Student achievement levels are depicted for teachers/staff that use very limited measures and are not easily understood.
- Principal does not establish measureable and rigorous goals that highlight the overall percentage of students demonstrating proficiency at building-level, free/reduced lunch students, or goals for the short, medium, and long-term success of the building.
- Principal fails to post achievement goals in a manner to ensure all teachers and staff members are aware of the building achievement goals and fails to frequently discuss the progress towards these goals in staff meetings.

2.2. Competency Creating Opportunities that Enhance Student Learning

Highly Effective

In addition to the Effective domain:

- Principal has cultivated ownership of necessary changes by incorporating various stakeholders in the creation, monitoring, and revision of student learning programs.
- Principal guides teachers in the process of establishing individual student growth goals for each of their students as common practice throughout the building.
- Principal works with teachers to develop a system that allows for the tracking of the individual growth goals for students.

Effective

- Principal has linked the instructional and behavioral programs to the schools' mission in order to increase teacher and staff buy-in.
- Principal has formed necessary committees dedicated to enhancing student-learning outcomes in order to gain a well-rounded perspective.
- Principal has created a school schedule that allows for students to receive necessary interventions during hours of operation.
- Principal creates and monitors student programs designed to create increased levels of student learning and ensures teachers have the necessary resources to ensure student completion of the programs.
- Principal creates and implements activities aimed at celebrating student learning success throughout the building so that all stakeholders see the commitment to student learning.

Improvement Necessary

Principal has not completely linked the instructional and behavioral programs to the schools' mission in order to increase teacher and staff buy-in.

- Principal has formed limited amounts of committees dedicated to enhancing student-learning outcomes in order to gain a well-rounded perspective on creating avenues of success for all students.
- Principal has created a school schedule that allows for students to receive limited interventions during hours of operation.
- Principal create and monitor student programs designed to create increased levels of student learning but is unsuccessful at ensuring teachers have the necessary resources to ensure student completion of the programs.
- Principal creates but implementation of activities aimed at celebrating student learning success throughout the building was unsuccessful or did not engage various stakeholders within the process.

Ineffective

- Principal has made no effort to link the instructional and behavioral programs to the schools' mission in order to increase teacher and staff buy-in.
- Principal has not formed necessary committees dedicated to enhancing student-learning outcomes.
- Principal has created a school schedule that allows for students to receive virtually no interventions during hours of operation.
- Principal fails to create student programs designed to create increased levels of student learning.
- Principal fails to create activities aimed at celebrating student learning success.

3. Fostering a Collaborative Culture

3.1. Competency Creating and Guiding Teacher Collaboration Opportunities

Highly Effective

In addition to the Effective domain:

- Principal monitors the participation and success of collaborative groupings focused on instructional strategies as evident by impact made on student achievement.
- Principal collects minutes and notes from all collaborative meetings in order to provide guidance and hold groups accountable.

Effective

- Principal creates regular opportunities for teams of teachers to discuss instructional practices and view effective teaching practices either in other classrooms or virtually.
- Principal creates regular opportunities for teams of teachers to discuss assessment practices and when necessary guides them on linking assessment to curricular goals.
- Teams of teachers have regular opportunities to discuss student achievement and growth through data teams.
- Principal encourages the sharing of ideas and collective problem solving within the building and incorporates this in the evaluation process of teachers.

Improvement Necessary

- Principal creates occasional opportunities for teams of teachers to discuss instructional practices and view effective teaching practices either in other classrooms or virtually.
- Principal creates occasional opportunities for teams of teachers to discuss assessment practices and when necessary guides them on linking assessment to curricular goals.
- Teams of teachers have occasional opportunities to discuss student achievement and growth through data teams.
- Principal encourages the sharing of ideas and collective problem solving within the building but fails to incorporate this in the evaluation process of teachers.

Ineffective

- Principal fails to create opportunities for teams of teachers to discuss instructional practices and view effective teaching practices either in other classrooms or virtually.
- Principal fails to create opportunities for teams of teachers to discuss assessment practices and when necessary guides them on linking assessment to curricular goals.
- Teams of teachers do not have opportunities to discuss student achievement and growth through data teams.
- Principal does not demonstrate a commitment to sharing of ideas and collective problem solving within the building.

3.2. Competency Incorporating Teacher and Staff Input into Building Decisions

Highly Effective

In addition to the Effective domain:

- Principal constantly seeks new methods to gather information from teachers and staff members and ensures all members of both groups have a voice in decisions.
- Principal utilizes virtually all teachers to serve in the decision making process throughout the year and bases participation within committees on the strengths of the teacher.

Effective

- Principal has clearly defined with teachers and staff the decisions they will have input into and which decisions will be made by the principal.
- A system is in place to gather information from teachers regarding decisions that need to be made and the way the data is used is transparent to all.
- Principal actively and regularly seeks input from teachers and staff on ways to ensure a safe and orderly environment.

Improvement Necessary

- Principal has not completely defined with teachers and staff the decisions they will have input into and which decisions will be made by the principal.
- A system is in place to gather information from teachers regarding decisions that need to be made but the way the data is used is transparent to all.
- Principal occasionally seeks input from teachers and staff on ways to ensure a safe and orderly environment.

Ineffective

- Principal has not defined at all with teachers and staff the decisions they will have input into and which decisions will be made by the principal.
- There is no system in place to gather information from teachers regarding decisions that need to be made.
- Principal seldom seeks input from teachers and staff on ways to ensure a safe and orderly environment.

3.3. Competency Incorporating Parent and Student Input into Building Decisions

Highly Effective

In addition to the Effective domain:

- Principal constantly seeks new methods to gather information from parents and students and ensures members of both groups have a voice in decisions.
- Principal actively seeks out view from a variety of parental and student types keeping in mind the importance of incorporating at-risk students and their parents in the educational process.

Effective

- Principal has clearly defined with parents and students the decisions they will have input into and which decisions will be made by the principal.
- A system is in place to gather information from parents and students regarding decisions that need to be made and the way the data is used is transparent to all.
- Principal actively seeks input from parents and students on ways to ensure a safe and orderly environment.

Improvement Necessary

- Principal has not completely defined with parents and students the decisions they will have input into and which decisions will be made by the principal.
- A system is in place to gather information from parents and students regarding decisions that need to be made but the way the data is used is transparent to all.
- Principal occasionally seeks input from parents and students on ways to ensure a safe and orderly environment.

Ineffective

- Principal has not defined at all with teachers and staff the decisions they will have input into and which decisions will be made by the principal.
- There is no system in place to gather information from teachers regarding decisions that need to be made.
- Principal seldom seeks input from parents and students on ways to ensure a safe and orderly environment.

4. Leadership

4.1. Competency Enhancing Leadership Capacity for Self and Others

Highly Effective

In addition to the Effective domain:

- Teachers and staff members are inspired by the commitment of the principal and have enough trust to actively follow wherever they are led.
- Principal is conscious of time spent on various priorities and takes time to reflect on whether time allocation was well spent.

Effective

- Principal continuously participates in meaningful professional development opportunities in order to enhance their own abilities.
- Principal consistently prioritizes time to ensure it maximizes student learning and seeks feedback from various stakeholders on ways to insure priorities align with student learning.
- Principal actively encourages teacher leadership throughout the building as evident through conversations with teaching staff.
- Principal gives leadership opportunities to teachers and staff members wanting to take on such roles based on their abilities and effectiveness while providing opportunities to celebrate in their successes.

Improvement Necessary

- Principal participates in some meaningful professional development opportunities in order to enhance their own abilities.
- Principal often prioritizes time to ensure it maximizes student learning or fails to seek feedback from various stakeholders on ways to insure priorities align with student learning.
- Principal somewhat encourages teacher leadership throughout the building as evident through occasional conversations with teaching staff.
- Principal occasionally provides leadership opportunities to teachers and staff wanting to take on such roles based on their abilities and effectiveness but fails to provide opportunities to celebrate in their successes.

Ineffective

- Principal participates in very few meaningful professional development opportunities in order to enhance their own abilities.
- Principal seldom prioritizes time to ensure it maximizes student learning and fails to seek feedback from various stakeholders on ways to insure priorities align with student learning.
- Principal does not make teacher leadership a priority throughout the building as evident by a lack of any substantial conversations with teaching staff.
- Principal does not provide leadership opportunities to teachers and staff members.

4.2. Competency Effective Communication with All Stakeholders

Highly Effective

In addition to the Effective domain:

- Principal identifies and communicates with community members and others to ensure the need for additional resources (either fiscal or other areas) are made known and then secured in order to be available to teachers and students.
- Principal reflects on the effectiveness of their communication and systematically seeks feedback on communication techniques to maximize effectiveness.

Effective

- Principal clearly communicates expectations for all stakeholders in a manner that is easily understood.
- Principal ensures open-lines of communication are in place between teachers and parents/students to create better learning opportunities for all students.
- Principal has provided multiple means to communicate with various stakeholders the initiatives and activities occurring within the building such as responsible social media usage.
- Principal always chooses the most appropriate channel for communicating based on the situation at hand.

Improvement Necessary

- Principal communicates expectations to most stakeholders in a manner that is easily understood.
- Principal partially ensures open-lines of communication are in place between teachers and parents/students to create better learning opportunities for all students.
- Principal has provided a few means to communicate with various stakeholders the initiatives and activities occurring within the building.
- Principal chooses the most appropriate channel for communicating based on the situation at hand most of the time.

Ineffective

- Principal fails to communicate expectations to stakeholders in a manner that is understood.
- Principal fails to examine whether open-lines of communication are in place between teachers and parents/students to create better learning opportunities for all students.
- Principal has provided a virtually no means to communicate with various stakeholders the initiatives and activities occurring within the building.
- Principal relies on only one method of communication and thus is not flexible when different situations arise.

4.3. Competency Setting High Expectations within School

Highly Effective

In addition to the Effective domain:

- Principal monitors the use of instructional time throughout the building and is innovative at creating additional time or enhanced opportunities for learning.
- Expectations within the building are established through input from various stakeholders and other high performing school systems.

Effective

- All stakeholders (Central Office Administration, Teachers, Staff, Parents, Students, etc.) view the principal as having a strong focus on student learning and actions taken within the building demonstrate this commitment.
- Principal ensures instructional time is maximized throughout the building to enhance student-learning outcomes by removing all distractions and holding teachers and students accountable.
- Principal empowers teachers to establish high expectations regarding academic and behavioral outcomes for each student and guides them in creating a system to track such effort.

Improvement Necessary

- A majority of stakeholders view the principal as having a strong focus on student learning and actions taken within the building demonstrate this commitment.
- Principal tends to guard instructional time is throughout the building to enhance student-learning outcomes but does not remove all distractions or fails to hold teachers and students accountable.
- Principal does not have a system in place that has all teachers establishing high expectations regarding academic and behavioral outcomes for each student or fails to guide them in creating a system to track such effort.

Ineffective

- Many stakeholders do not view the principal as having a strong focus on student learning and actions taken within the building demonstrate this commitment.
- Principal fails to guard instructional time is throughout the building to as too many distractions occur and principal fails to hold teachers and students accountable for instructional time.
- Principal does not have a system in place and many teachers have not established high expectations regarding academic and behavioral outcomes for each student.

4.4. Competency Professionalism**Highly Effective**

In addition to the Effective domain:

- Principal addresses the school's problems and exceeds expectations in the creation and implementation of solutions.
- Principal implements a system that proactively and positively supports ethical behavior by teachers, staff, and students at all times.
- Principal has created channels of open dialogue to generate feedback on their leadership capacity and takes time to reflect and change when needed.

Effective

- Principal effectively manages fiscal resources in a manner to ensure that all teachers have the means necessary to effectively instruct their students.
- Principal provides appropriate levels of support to teachers and staff members when it is needed.
- Principal models ethical and respectful behavior at all times and expects teachers, staff, and students to display such behavior.
- All stakeholders view principal as a person who follows through on initiatives.

Improvement Necessary

- Principal manages fiscal resources in a manner that ensures that most teachers have the means necessary to effectively instruct their students.
- Principal provides limited levels of support to teachers and staff members when it is needed.
- Principal models ethical and respectful behavior at all times but expectations for teachers, staff, and students to display such behavior have not been clearly articulated.
- A majority of stakeholders view principal as a person who follows through on initiatives.

Ineffective

- Principal effectively manages fiscal resources in a manner to ensure that all teachers have the means necessary to effectively instruct their students.
- Principal provides no support to teachers and staff members when it is needed.
- Principal fails to model ethical and respectful behavior.
- Many stakeholders do not view principal as a person who follows through on initiatives.

Medora Community School Corporation

Superintendent Evaluation Metrics and Summative Scoring

LEADERSHIP OUTCOMES (85%):

ISBA/IAPSS Indiana Superintendent Evaluation Rubric (85%): This score is obtained from using the Indiana Superintendent Evaluation Rubric. It is weighted 85% of the superintendent's comprehensive rating.

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

STUDENT LEARNING DATA (15%):

A-F Accountability Grade (15%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to evaluators to include in the evaluation. It is weighted 15% of the Superintendent's comprehensive rating.

A-F Grade	Category	Points
A	Highly Effective	4
B	Effective	3
C	Improvement Necessary	2
D - F	Ineffective	1

ROLLING UP THE SCORE:

	Raw Score	Weight	Score
Rubric Rating		.85	
A-F Grade (IDOE)		.15	
		Comprehensive Effectiveness Rating	

SCALE:

Ineffective	Emerging	Effective	Impactful
1.0 Points	1.75 Points	2.5 Points	3.5 Points
			4.0 Points

SUPERINTENDENT EVALUATION INFORMATION:

- An annual evaluation will be required.
- The Medora Community School Corporation Board or their designee will be responsible for observing and evaluating the Superintendent.
- Post observation conferences will be held in December and May. A final evaluation rating conference will be held during September of the next school year. (As soon as IDOE assigns school grades)

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

5-4

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.				
2.1	<p>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</p>	<p>The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis.</p> <p>The superintendent systematically examines data to find strengths and weaknesses.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data analysis is regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.</p> <p>The superintendent does not utilize data to make decisions.</p>
2.2	<p>The superintendent demonstrates evidence of student improvement through student achievement results.</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each sub group.</p> <p>Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level.</p>	<p>Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.</p> <p>The average of the student population improves, as does the achievement of each sub group of students.</p>	<p>The superintendent takes no responsibility for the data outcomes.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to improve student achievement.</p>

5-5

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.

5-6

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3 The superintendent understands the role of the superintendent in engaging the public in controversial issues.	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.</p>	<p>The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.</p>	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.	<p>The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	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.	<p>The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals.</p> <p>Complete and thorough background material is provided so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals.</p> <p>Adequate background material is provided to allow the board to make an informed decision.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals.</p> <p>Limited background material is provided.</p>	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.	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data.</p>	<p>The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>Limited data sources are used to develop goals which are not focused or measurable.</p> <p>Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data.</p>	<p>The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>No data sources are used to develop goals.</p> <p>The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.</p>
5.2 The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p> <p>These rigorous academic goals are shared throughout the school community through multiple communication systems.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's programs.</p> <p>Approved goals by the board are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities.</p> <p>There are some goals established by the board.</p>	<p>The superintendent has no goals and no school improvement priorities established for the corporation.</p>

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

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

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