Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Staff Performance Evaluation Plan

SY 2022-23

School Corporation Name:	Gary Community School Corporation
School Corporation Number:	4690
General Notes:	RISE 3.0, Indiana's Statewide Model Plan, includes all required components.

Annual Evaluations

Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Page Numbers**
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate ***all*** certificated employees, including teachers, administrators, counselors, principals, and superintendents	Page 2; 19-28

Rigorous Measures of Effectiveness

Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Page Numbers**
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	• Observation rubrics - for ***all*** certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (*e.g.,* surveys)	Page 29 - 35

Designation in Rating Category

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Page Numbers
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	• Definition of performance categories • Summative scoring process that yields placement into each performance category	Page 5 and 6
A definition of negative impact for certificated staff A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	• Definition of **negative impact** on student growth for all certificated staff • Description of the process for modifying a final summative rating for negative growth	Page 14 and 16
☐ All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	• Summative scoring process that yields placement into each performance category • Weighting (broken down by percentage) of all evaluation components	Page 5 and 6

Evaluation Feedback

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Page Numbers
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	• Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development	Pages 8 -10

Evaluation Plan Discussion

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Page Numbers

Evaluation Plan must be in writing and explained prior to evaluations being conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	• Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted • Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	See page 1

Evaluators

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Page Numbers
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	• Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators	Page 1 and 4
Teachers acting as evaluators (*optional*) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	• Description of who will serve as evaluators • Process for determining evaluators	NA
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	Page 6

Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Page Numbers
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	Page 10
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	• Remediation plan creation and timeframe • Process for linking evaluation results with professional development	Page 11 -15

Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	Page 11
Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	Page 10 and 17
Instruction Delivered by Teachers Rated Ineffective			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Page Numbers**
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7©	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Page 17
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	Page 17

Questions: Contact Rebecca Estes, Director of Leadership & Innovation, restes@doe.in.gov

GARY COMMUNITY SCHOOL CORPORATION

Evaluator Support and Training

The District ensures that the proper administrators are prepared to evaluate staff. Additionally, it makes sure that key stakeholders-the Emergency Manager and the certified staff-have received a comprehensive explanation of the evaluation system.

District and School administrators participate in all certificated employees, (including teachers, administrators, counselors, principals, and superintendents) evaluation training sessions designed to develop their competency in the implementation of the evaluation system for all certified staff. This training is conducted at the beginning of the year before administrators are allowed to begin the evaluation process. New evaluators receive training upon hiring. Refresher training is offered at the beginning of each school year for all evaluators. Training and support to evaluators is offered throughout the school year, as well.

Through a comprehensive, web- based system Standard for Success, the district will monitor and provide feedback to evaluators of the progress of the certified staff evaluation process.

Emergency Manager or designee of the school corporation shall discuss the plan with teachers or union representatives. The evaluation plan will be explained to the governing body in a public meeting or training before any evaluations are conducted.

System for conducting observations and delivering evaluation results to employees

Standard for Success is a web-based tool that gives administrators and teachers a platform to document and gather evidence from classroom observations, artifacts, student learning outcomes and more for the purpose of teacher evaluation. The online tool uses calculations derived from Professional Practice scores of (Planning, Instruction, Leadership and Core Professionalism) which is the district Evaluation Model entitled **RISE**. It also considers Student Learning Measures and Teacher Professional Growth. All administrators, school administrators and superintendents will be evaluated using Standard for Success.

Observations

Teachers and all certified staff members will have a minimum of **two extended observations** performed by either a primary or secondary evaluator. Extended observations must be at least 40 minutes or 2 class periods. Extended observations can be announced or unannounced.

All teachers will have a minimum of **three short observations** and should not be announced

Evaluators may provide a tentative observation schedule to certified staff at the beginning of the school year. The schedule can serve as approximate dates in which observations will take place. The schedule will serve as a notification to the teacher and is subject to change.

Evaluators will attempt to complete Extended Observation (1) by December 1st and Extended Observation (2) by April 30th. Each Extended Observation shall be conducted within a semester and shall not occur less than 30 school days apart. Short observations may occur throughout the year or per quarter.

District and school administrators will receive regular walkthroughs using our district school walkthrough form regularly and a formal evaluation will be done once during the year with additional evaluations and support as needed.

Pre-Observation Conference

Pre-Conferences **are not mandatory** but are scheduled by request of teacher or evaluator. The RISE Pre-Observation form is an optional tool that can be used during this conference.

Post Observation Conference

Post-Observation Conference are mandatory for Extended Observations and must occur within 5 school days of the Extended observation. During this meeting the teacher must be presented with written and oral feedback from the evaluator. The RISE Post-Observation form is an optional tool that can be used during this conference.

GARY COMMUNITY SCHOOL CORPORATION

DISTRICT/ADMINISTRATORS EVALUATOR

TRAINING 2022-2023

GARY COMMUNITY SCHOOL CORPORATION

PROFESSIONAL GROUPS

GROUP	CATEGORY	EDUCATOR EFFECTIVENESS	DATA COMPONENT
1	Teachers, Instructional Coaches, Literacy Coach, STEM Coach, Art Teacher, P.E. Teacher, Music Teacher, Other Secondary Teachers, College Career Readiness	**RUBRIC** **90% RISE**	• **5% Professional Growth (SMART GOAL)** • **5% Student Learning Objectives**
2	Deans, Behavioral Specialists, Case Manager, Counselor, Nurse, other support staff	**RUBRIC** **90%GCSC**	**10% Professional Growth** -
3	Principals, Assistant Principals, District Administrators, Superintendent	Need information	Need information

Summative Rating

Group 1

Group 2

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric		X 90%	=
Professional Growth Plan (Smart Goal)		X 5%	=
Student Learning Objections Goals		X 5%	=
Sum of the Weighted Scores			

Group 3

Note: Borderline points always round up.

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric		X 90%	=
Professional Growth Plan (Smart Goal)		X 10%	=
Sum of the Weighted Scores			

Rating	Range
Highly Effective	3.50 to 4.00
Effective	2.50 to 3.49
Improvement Necessary	1.75 to 2.49
Ineffective	Less than 1.75

GARY COMMUNITY SCHOOL CORPORATION SMART GOALS MUST BE COMPLETED BY OCTOBER 25th.

S	M	A	R	T
Specific	**Measurable**	**Achievable/Assignable**	**Realistic**	**Time-bound**
What do I want to accomplish? Why do I want to accomplish this? What are the requirements? What are the restraints?	How will I measure my progress? How will I know when the goal is accomplished?	Goals must be assigned to individual or group How can the goal be accomplished? What are the logical steps I should take?	Is this a worthwhile goal? Is this the right time? Do I have the necessary resources to accomplish this goal? Is this goal in line with my long-term objectives?	How long will it take to accomplish this goal? When is the completion of this goal due? When am I going to work on this goal?

Each certificated educator will complete two Goals. One SMART Goal will address Professional Growth Plan and one will be based on SLO or *student data (iReady Reading or Math, or Teacher Developed Assessments).* Goals must be mutually agreed upon by the **certified staff member and** primary or secondary evaluator.

Group 1 all pre and post assessment must be approved by the primary or secondary evaluator prior to administration. **Group 2** educators or non-classroom educators (deans, behavioral specialists, case manager, counselor, nurse, psychologist, physical/Occupational Therapists, etc.) will develop Professional Growth Smart Goal only. **Group 3** administrators ......

All certified staff members will be trained in SMART goals at the beginning of the year.

GARY COMMUNITY SCHOOL CORPORATION

Examples of Data Tools for SLO ~~SMART~~ GOALS

Grade/Specials	Assessment Types
K-8	iReady Reading or Math
PreK	AIM Checklists
Elem Music	Teacher Developed Pre/Post Assessment
Elem Physical Ed	Teacher Developed Pre/Post Assessment
Elem Art	Teacher Developed Pre/Post Assessment
K – 12 Media Center	Teacher Developed Pre/Post Assessment
K -12 Physical Education & Health	Teacher Developed Pre/Post Assessment
K – 12 Music Teachers	Teacher Developed Pre/Post Assessment
Middle School K – 12 Art/Drama Teachers	Teacher Developed Pre/Post Assessment
7/8 Social Studies	Teacher Developed Pre/Post Assessment
7/8 Science	Teacher Developed Pre/Post Assessment
9th- 12th	Teacher Developed Pre/Post Assessment
College & Career Readiness	Teacher Developed Pre/Post Assessment

GARY COMMUNITY SCHOOL CORPORATION
EVALUATION TIMELINE
ACADEMIC SCHOOL YEAR 2022-2023

Date	Evaluation Timeline
August 2022 – May 2023	• Teacher must plan and deliver instruction and monitor student progress toward goals. This includes adapting instructional plan in response to student achievement data collected. • Teachers must receive ongoing professional development and support to ensure goals are met. • Administrators can conduct walkthroughs at any time. Recommended walkthrough for each certified staff will be 2 per week. • School and district-level certified staff members/administrators will follow district and school improvement strategies to display instructional leadership and support improvement in every school.
August 2022 – October 2022	• Teacher with an **"Improvement Necessary" or "Ineffective"** summative rating will co-develop a Professional Development Plan with evaluator. • All employee plans must be license renewal credits and/or Professional Growth • School and district-level certified staff members administrators who received and Improvement Necessary or Ineffective rating will receive a Professional Development plan.
August 2022 – February 2023	Teachers shall administer... • iReady Reading & Math Grades 3-8 • WIDA Access English - Grades K-12 • ISPROUT (PreK & Special Populations) • ASVAB Math, Reading & Writing (Grades 11-12) • ISTEP + Grade 10 Winter Retest • SAT Grades 9-12 Reading, Mathematics, Writing • ACT Grades 9-12 English, Reading Mathematics and Science • PreK AIM Checklists • Teacher Developed Pre-Assessment
August 2022 – September 2022	• Teacher teams shall review course objectives and standards to determine most important learning for the instructional interval. • Teachers shall collect and review baseline data.
August 2022 – September 2022	• Professional Growth SMART Goal & SLO Goals completed by September 30th (Groups 2 and 3 SMART Goal only)

September 2022 – April 2023	• Groups 1 and 2 will have a minimum of **2 short observations** (10 minutes unannounced). • School and district-level certified staff members/administrators will meet with evaluators to set goals for the year. Walkthroughs will be conducted using the district Administrator Walkthrough form regularly.
September 2022 – November 2022	• Administrators and Groups 1 and 2 can engage in **non-mandatory** Pre-Conference for Fall Extended Observation **upon request**
September 2022 – December 2022	• Administrators must complete an ***Extended Observation*** (minimum 40 minutes or 2 class periods) **Fall Observation.** Collection of evidence must be housed in Standard for Success (SFS). (Deadline December 8, 2022)
September 2022 – December 2022	• Groups 1 and 2 and administrators **must meet for a mandatory Post Conference for Extended Observations within 7 days of observation.** Discussion around student data can occur during post conference.
January 2023 – April 2023	• Administrators and Groups 1 and 2 can engage in non-mandatory **Pre- Conference for Winter/Spring Extended Observation** upon request. • During this conference administrator can discuss Groups 1 and 2 Final-Year Observation.
January 2023- April 2023	• Administrators must complete **Extended Observation** (minimum 40 min. or 2 class periods) **Winter/Spring Observation.** Collection of evidence for observation must be housed in Standard for Success (SFS) (Deadline April 28, 2023
January 2023- April 2023	• Groups 1 and 2 and administrators must meet for a **mandatory Post Conference for Extended Observations within 7 days of observation**. • Discussion around student data can occur during post conference
March 2021- May 2021	Teachers shall administer... • IREAD - 3 Reading – Grades 2 and 3 • SAT Reading, Mathematics, and Writing-Grades • ASVAB Math and Reading-Grades 11-12 • CogAT Grades K, 2, 5 • ACT Aspire English, Math, Reading & Writing - Grade 9 • I AM Language Arts, Mathematics, Social Studies, Science Grades 3-8, 10 • !SPROUT (PreK-Special Populations • ILEARN Biology End-of-Course Assessment Grades 7-12 • ILEARN Language Arts, Mathematics, Social Studies, Science Grades 3-8 • AP Exams Various Subjects 9-12 • IReady Reading & Math 3-8 • Teacher Developed Post-Assessment • PreK AIM Checklists

May 2023 – July 2023	• Administrators and Groups 1 and 2 must meet to complete and discuss Groups 1 and 2 Summative Evaluation. • Administrators must review Groups 1 and Extended and Short Observations and assign an educator effectiveness rating • Administrators must determine rather a Group 1 teacher had a negative impact on students' learning and assign a final educator effectiveness rating. • **All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation** • All Groups and Administrators must meet to reflect on outcomes and work together to revise teachers' professional growth plans for the next school • year. • **Teachers rated as "ineffective" can request a private conference with the superintendent in writing within 5 days of receiving "ineffective" rating.** • School and district-level certified staff members/administrators will meet to finalize evaluations.

Teacher Evaluation Supports/Employment Implications

The **Remediation Plan** (Professional Development Plan will be for the Remediation Plan is summarized in the table below.

	(Improvement Necessary)	(Ineffective)
Created	Within 90 school days after teacher's final rating is given from previous year.	Within 90 school days after teacher's final rating is given from previous year.
Duration	One academic school year	One academic school year
Support	• Evaluator and educator co-create plan • Mentor Teacher • Support from the school/district • Progress Monitoring feedback • Plan reviewed at each observation	• Evaluator, educator, consulting teacher create plan • Consulting Teacher 3 or 4 hrs. weekly • Support from the school/district • Progress Monitoring feedback • Plan reviewed at each observation
Process	• All plans will be linked to evaluation results from Standard for Success with professional development • All Professional Development courses incorporated into remediation can be used for employee license renewal credits and/or Professional Growth Points	
Exiting the Plan*	Remains on plan until summative rating increases to Effective or Highly Effective	Requires an Effective or Highly Effective summative rating to maintain employment

Mentor and Consulting Teacher Description

Mentor Teacher **(Usually supports new or non-tenured teachers** Can occasionally assist tenured struggling teachers)	**Consulting Teacher** (Usually supports on a bigger scale. These are usually **experts** in their field)
Collaborates with struggling teachers, gives feedback, supports in lesson planning, gathers resources, co-teachers, provides best practices, etc.	Co-develops remediation plan with evaluator, informs on strategies and pedagogy, gather resources, collaborates with building evaluator and teacher, informs on curriculum, shares policies and best practices around instruction from a district perspective, etc.

PROFESSIONAL DEVELOPMENT PLAN

(USED FOR IMPROVEMENT NECESSARY OR INEFFECTIVE REMEDIATION}

A Professional Development Plan is required for educators with a summative rating of "Improvement Necessary' or "Ineffective". The plan includes district and/or school supports to improve professional practice and should be co-developed by the evaluator and educator. Progress towards meeting the goals in the plan are reviewed during each step of the evaluation cycle. Plans must be created within 90 school days of receiving final evaluation. Professional Development Plans for Remediation should be used towards employee's license renewal credits.

Goal	Achieved
1.	
2.	
3.	

Name			
School			
Grade Level (s)		Subject(s)	
Date Developed		Date Revised	
Primary Evaluator Approval	x	Teacher Approval	x

Professional Growth Goal #1						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).	Action Steps: Include specific and measurable steps you will take to improve	Benchmarks and Data: Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for Improvement and remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	
	Action Step 2	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	

Professional Growth Goal #2						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).	**Action Steps:** Include specific and measurable steps you will take to improve	**Benchmarks and Data:** Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for Improvement and remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	
	Action Step 2	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	

Professional Growth Goal #3						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).	Action Steps: Include specific and measurable steps you will take to improve	Benchmarks and Data: Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for Improvement and remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	
	Action Step 2	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	_/_/_ Data:	

NEGATIVE IMPACT

Negative Impact Statement: 511 IAC 10-6-4(c) defines Negative Impact on student learning as follows:

(1) For classes measured by the **iReady or PreK assessments** with growth model data, teachers who fail to demonstrate student learning of mastery of standards establish by the iReady or PreK assessments using Class Learning Objective (CLO), or Target Objective (TO) forms with a score of 2 would determine negative impact on growth and achievement.

(2) For classes that are not measured by **iReady or PreK assessments**, negative impact on student growth shall be defined by **teacher created assessments where** data show a significant number of students across a teacher's class fails to demonstrate student learning or mastery of standards established by the CLO or TO forms with a score of 2.

For any educator determined to negatively impact student growth as defined, the summative evaluation rating shall not be Effective or Highly Effective and shall be adjusted to a Needs Improvement or Ineffective rating.

Process for Teachers Rated Ineffective

Student Assignments/Parent Right to Know

Any certificated employee who is rated as ineffective may request **a private conference with the superintendent in writing within 5 days of receiving "Ineffective" rating.** The Emergency Manager **shall respond to the request within 7 calendar days**.

Instruction Delivered by Teachers Rated Ineffective

Students will not be scheduled to be instructed for two consecutive years by two consecutive teachers rated as ineffective. Any student facing this scenario will be given the opportunity to use the current transfer procedure to transfer to another school within the district (if possible) in which this scenario would be avoided.

A letter will be sent to the parent(s), using the most current address on file, indicating that the student is unavoidably being assigned for a second consecutive year to a teacher rated as ineffective.

Teacher Appreciation Grant Distribution

The Management of the Gary Community School Corporation recognizes the importance of acknowledging the professional practice of teachers who are rated at the highest levels of educator effectiveness. If the Indiana Department of Education provides money to the Corporation in the form a Teacher Appreciation Grant (TAG), the Corporation will distribute same to the licensed teachers who meet the following criteria:

- Have the primary responsibility of Instruction of students in the classroom or virtual classroom.
- Received an Effective or Highly Effective rating on their respective evaluation from the school year for which the grant is identified.
- Employed on December 1st of the year that the Corporation received the TAG monies.
- Amounts will not be differentiated between schools within the corporation.
- The stipend amount will not be added to, and become a permanent part of, the base salary.

The Corporation will distribute its TAG monies as follows:

1. To all Teachers rated as Effective: A stipend as determined by the Emergency Manager
2. To all Teachers rated as Highly Effective: A stipend of an amount at least 25% greater than the stipend given to Teachers rated as Effective

The Corporation will distribute the stipends within 20 business days of the distribution date by the Indiana Department of education of the TAG monies to the Corporation.

Legal Source: I.C. 20-43-10-3.5

Teachers rated as ineffective can request a private conference with the superintendent. This request must be submitted within five (5) working days after the Final Summative Evaluation

PERFORMANCE EVALUATION/EFFECTIVENESS SUMMARY
Teacher

Domain Ratings Calculation

Domain 1 Competencies	1.1	1.2	1.3	1.4	1.5					Total of all Domain 1 Competencies	Average of all Domain 1 Competencies
Teacher Rating											
Domain 2 Competencies	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	Total of all Domain 2 Competencies	Average of all Domain 2 Competencies
Teacher Rating											
Domain 3 Competencies	3.1	3.2	3.3	3.4	3.5					Total of all Domain 3 Competencies	Average of all Domain 3 Competencies
Teacher Rating											

Calculate Professional Summative Rating	Averaged Domain Score	Weight (Multiply)	Resultant Score	Total of Domains 1-4 Resultant Score	Core Professionalism Expectation (Yes=0; No= -1)	Professional Practice Summative Score
Domain 1		x .10				
Domain 2		x .75				
Domain 3		x .15				

CIRCLE ONE

Highly Effective: (4) **Effective: (3)** **Improvement Necessary: (2)** **Ineffective: (1)**

Note: Borderline points always round up.

Rating	Range
Highly Effective	3.50 to 4.00
Effective	2.50 to 3.49
Improvement Necessary	1.75 to 2.49
Ineffective	Less than 1.75

Behavior Specialist rated as ineffective can request a private conference with the superintendent. This request must be submitted within five (S) working days after the Final Summative Evaluation.

PERFORMANCE EVALUATION/EFFECTIVENESS SUMMARY

Behavior Specialist

Domain Ratings Calculation								
Domain 1 Competencies	**1a**	**1b**	**1c**	**1d**	**1e**	**1f**	**Total of all Domain 1 Competencies**	**Average of all Domain 1 Competencies**
Behavior Specialist Rating								
Domain 2 Competencies	**2a**	**2b**	**2c**	**2d**	**2e**		**Total of all Domain 2 Competencies**	**Average of all Domain 2 Competencies**
Behavior Specialist Rating								
Domain 3 Competencies	**3a**	**3b**	**3c**	**3d**	**3e**		**Total of all Domain 3 Competencies**	**Average of all Domain 3 Competencies**
Behavior Specialist Rating								
Domain 4 Competencies	**4a**	**4b**	**4c**	**4d**	**4e**	**4f**	**Total of all Domain 4 Competencies**	**Average of all Domain 4 Competencies**
Behavior Specialist Rating								

Calculate Professional Summative Rating	Averaged Domain Score	Weight (Multiply)	Resultant Score	Total of Domains 1-4 Resultant Score	Core Professionalism Expectation (Yes=0; No=-1)	Professional Practice Summative Score
Domain 1		x .18				
Domain 2		x .23				
Domain 3		x .52				
Domain 4		x .07				

CIRCLE ONE (Represents the Professional Practice Rating Level/Score ONLY)

Highly Effective Effective Improvement Necessary Ineffective

Rating	Range
Highly Effective	3.50 to 4.00
Effective	2.50 to 3.49
Improvement Necessary	1.75 to 2.49
Ineffective	Less than 1.75

Nurses rated as ineffective can request a private conference with the superintendent. This request must be submitted within five (5) working days after the Final Summative Evaluation.

PERFORMANCE EVALUATION/EFFECTIVENESS SUMMARY
Nurse

Domain Ratings Calculation										
Domain 1 Competencies	1a	1b	1c	1d	1e	1f			Total of all Domain 1 Competencies	Average of all Domain 1 Competencies
Nurse Rating										
Domain 2 Competencies	2a	2b	2c	2d	2e	2f	2g	2h	Total of all Domain 2 Competencies	Average of all Domain 2 Competencies
Nurse Rating										
Domain 3 Competencies	3a	3b	3c						Total of all Domain 3 Competencies	Average of all Domain 3 Competencies
Nurse Rating										
Domain 4 Competencies	4a	4b	4c	4d	4e	4f			Total of all Domain 4 Competencies	Average of all Domain 4 Competencies
Nurse Rating										

Calculate Professional Summative Rating	Averaged Domain Score	Weight (Multiply)	Resultant Score	Total of Domains 1-4 Resultant Score	Core Professionalism Expectation (Yes=0; No= -1)	Professional Practice Summative Score
Domain 1		x .25				
Domain 2		x .25				
Domain 3		x .25				
Domain 4		x .25				

CIRCLE ONE

Highly Effective: (4)   Effective: (3)   Improvement Necessary: (2)   Ineffective: (1)

Note: Borderline points always round up

Rating	Range
Highly Effective	3.50 to 4.00
Effective	2.50 to 3.49
Improvement Necessary	1.75 to 2.49
Ineffective	Less than 1.75

Case Manager/Counselor rated as ineffective can request a private conference with the superintendent. This request must be submitted within five (5) working days after the Final Summative Evaluation.

PERFORMANCE EVALUATION/EFFECTIVENESSSUMMARY

Case Manager/Counselor

Domain Ratings Calculation								
Domain 1 Competencies	1a	1b	1c	1d			Total of all Domain 1 Competencies	Average of all Domain 1 Competencies
Case Manager/Counselor Rating								
Domain 2 Competencies	2a	2b	2c	2d			Total of all Domain 2 Competencies	Average of all Domain 2 Competencies
Case Manager/Counselor Rating								
Domain 3 Competencies	3a	3b	3c	3d	3e		Total of all Domain 3 Competencies	Average of all Domain 3 Competencies
Counselor Rating								
Domain 4 Competencies	4a	4b	4c	4d	4e	4f	Total of all Domain 4 Competencies	Average of all Domain 4 Competencies
Case Manager/Counselor Rating								

Calculate Professional Summative Rating	Averaged Domain Score	Weight (Multiply)	Resultant Score	Total of Domains 1-4 Resultant Score	Core Professionalism Expectation (Yes=0; No=-1)	Professional Practice Summative Score
Domain 1		x .25				
Domain 2		x .25				
Domain 3		x .25				
Domain 4		x .25				

CIRCLE ONE (Represents the Professional Practice Rating Level/Score ONLY)

Highly Effective: (4) **Effective: (3)** **Improvement Necessary: (2)** **Ineffective: (1)**

Note: Borderline points always round up

Rating	Range
Highly Effective	3.50 to 4.00
Effective	2.50 to 3.49
Improvement Necessary	1.75 to 2.49
Ineffective	Less than 1.75

Dean rated as ineffective can request a private conference with the superintendent. This request must be submitted within five (5) working days after the Final Summative Evaluation.

PERFORMANCE EVALUATION/EFFECTIVENESS SUMMARY

Dean

Name: ______________________

Domain Ratings Calculation								
Domain 1 Competencies	1a	1b	1c	1d			Total of all Domain 1 Competencies	Average of all Domain 1 Competencies
Dean Specialist Rating								
Domain 2 Competencies	2a	2b	2c	2d			Total of all Domain 2 Competencies	Average of all Domain 2 Competencies
Dean Specialist Rating								
Domain 3 Competencies	3a	3b	3c	3d	3e		Total of all Domain 3 Competencies	Average of all Domain 3 Competencies
Dean Specialist Rating								
Domain 4 Competencies	4a	4b	4c	4d	4e		Total of all Domain 4 Competencies	Average of all Domain 4 Competencies
Dean Specialist Rating								

Calculate Professional Summative Rating	Averaged Domain Score	Weight (Multiply)	Resultant Score	Total of Domains 1-4 Resultant Score	Core Professionalism Expectation (Yes=0; No= 1)	Professional Practice Summative Score
Domain 1		X .25				
Domain 2		X .25				
Domain 3		X .25				
Domain 4		X .25				

CIRCLE ONE (Represents the Professional Practice Rating Level/Score ONLY)

Highly Effective   Effective   Improvement Necessary   Ineffective

Rating	Range
Highly Effective	3.50 to 4.00
Effective	2.50 to 3.49
Improvement Necessary	1.75 to 2.49
Ineffective	Less than 1.75

Literacy Coach rated as ineffective can request a private conference with the superintendent. This request must be submitted within five (S) working days after the Final Summative Evaluation.

PERFORMANCE EVALUATION/EFFECTIVENESS SUMMARY

Literacy Coach

Instructional Coach rated as ineffective can request a private conference with the superintendent. This request must be submitted within five (S) working days after the Final Summative Evaluation.

PERFORMANCE EVALUATION/EFFECTIVENESS SUMMARY

Instructional Coach

Gary Community School Corporation Title I Instructional Coach & ENL Specialist Evaluation Rubric *(v.2021)*

Domain 1: Planning and Preparation (25.00%)

1.1 Demonstrating knowledge of current trends in specialty area and professional development

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach's knowledge of specialty area and trends in professional development is wide and deep; coach is regarded as an expert by colleagues	Instructional coach demonstrates thorough knowledge of specialty area and trends in professional development	Instructional coach demonstrates basic familiarity with specialty area and trends in professional development	Instructional coach demonstrates little or no familiarity with specialty area or trends in professional development

1.2 Demonstrating knowledge of resources, both within and beyond the school and district

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach actively seeks out resources to enrich teachers' skills in implementing the school improvement plan	Instructional coach is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills	Instructional coach demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills	Instructional coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills

1.3 Planning instructional support with individual teachers and /or groups around school improvement strategies and district initiatives

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach's support is highly coherent, taking into account the compelling demands of providing professional development and consulting with teachers. This plan of support has been developed following consultation with administrators and teachers	Instructional coach's support is well designed to assist teachers in the improvement of their instructional skills	Instructional coach's support consists of a random collection of unrelated activities lacking coherence or an overall structure	

Domain 2: The School Environment (25.00%)

2.1 Creating an environment of trust and respect

Highly Effective	Effective	Improvement Necessary	Ineffective
Instructional coach's relationships with the	Instructional coach's relationships with the	Instructional coach's relationships with the	Instructional coach's relationships with

teachers are highly respectful and trusting, with many contacts initiated by teachers	teachers are respectful, with some contacts initiated by teachers	teachers are cordial; teachers don't resist initiatives established by the instructional coach	teachers are minimal; teachers are reluctant to request assistance from the instructional coach, fearing that such a request will be treated as a sign of deficiency

2.2 Establishing a culture for ongoing instructional improvement

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Instructional coach supports a culture of professional inquiry in which teachers seek assistance in improving their instructional skills	Instructional coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills	Instructional coach promotes a culture of professional inquiry with some teachers	Instructional coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement

2.3 Establishing clear procedures for teachers to gain access to instructional support

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Instructional coach established procedures for access to instructional support and the procedures are clear to all teachers and have been developed following consultation with administrators and teachers	Instructional coach has established clear procedures for teachers to use in gaining access to support	Instructional coach has established some procedures (e.g. scheduled collaborations) are clear to the teachers, whereas others (e.g. receiving informal support) are not	Instructional coach has not clearly communicated how to access assistance anc teachers are unclear how to go about seeking assistance

2.4 Establishing and maintaining norms of behavior for professional interactions

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Instructional coach has established clear norms for professional interactions. Instructional coach encourages colleagues to adhere to these standards of interactions during meetings led by the coach	Instructional coach has established clear norms for professional interactions	Instructional coach's norms for professional interactions are partially established	Instructional coach has not established norms of professional interactions

Domain 3: Delivery of Coaching Services (25.00%)

3.1 Collaborating with teachers in the design of instructional units and lessons

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Instructional coach initiates and consistently implements collaboration with classroom teachers in the design of instructional	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units	Instructional coach collaborates with classroom teachers in the design of instructional lessons and units when	Instructional coach declines to collaborate with classroom teachers in the design of instructional lessons and units

lessons and units		specifically asked to participate	

3.2 Engaging teachers in learning new instructional skills

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Instructional coach highly engages teachers in acquiring new instructional skills and takes initiative in suggesting new areas for growth	Instructional coach's efforts to engage teachers in professional learning are successful, with most participating	Instructional coach's efforts to engage teachers in professional learning are partially successful, with some teacher participation	Instructional coach's efforts to engage teachers in professional learning are not successful

3.3 Sharing expertise with staff

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
The quality of the instructional coach's co-planning, modeling, collaboration, problem solving skills, and professional development is uniformly high and appropriate to the needs of the teachers being served. The instructional coach conducts extensive follow-up work with teachers	The quality of the instructional coach's co-planning, modeling, collaboration, problem solving skills, and professional development is uniformly high and appropriate to the needs of the teachers being served	The quality of the instructional coach's co-planning, modeling, collaboration, problem solving skills, and professional development is mixed, with some of them being appropriate to the needs of the teachers being served	The quality of the instructional coach's co-planning, modeling, collaboration, problem solving skills, and professional development are of poor quality or are not appropriate to the needs of the teachers being served

3.4 Locating resources for teachers to support instructional improvement

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Instructional coach is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs	Instructional coach locates resources for instructional improvement for teachers	Instructional coach's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available	Instructional coach fails to locate resources for instructional improvement for teachers, even when specifically requested to do so

3.5 Demonstrating flexibility and responsiveness

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Instructional coach is continually seeking ways to improve the support program and makes changes as needed in response to student data or teacher input	Instructional coach makes revisions to the support program when it is needed	Instructional coach makes modest changes in the support program when it is needed	Instructional coach adheres to his support program, in spite of evidence of its inadequacy

3.5 Demonstrating flexibility and responsiveness

Highly	**Effective**	**Improvement**	**Ineffective**

Effective		**Necessary**	
Instructional coach is continually seeking ways to improve the support program and makes changes as needed in response to student data or teacher input	Instructional coach makes revisions to the support program when it is needed	Instructional coach makes modest changes in the support program when it is needed	Instructional coach adheres to his support program, in spite of evidence of its inadequacy

Domain 4: Professional Coaching Responsibilities (25.00%)

4.1 Reflecting on practice

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Instructional coach's reflection is highly accurate and perceptive, citing specific examples. Instructional coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequence of each	Instructional coach's reflection provides an accurate and objective description of practice, citing specific examples. Instructional coach makes some specific suggestions as to how the support program might be improved	Instructional coach's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved	Instructional coach does not reflect on practice, or the reflections are inaccurate or self-serving

4.2 Participating in a professional community

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Instructional coach makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Instructional coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested	Instructional coach's relationships with colleagues are negative or self serving, and the coach avoids being involved in school and district events and projects

4.3 Showing professionalism, including integrity and confidentiality

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
Instructional coach can be counted on to hold the highest standards of professionalism and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality	Instructional coach displays high standards of professionalism and integrity in interactions with colleagues and respects norms of confidentiality	Instructional coach is professional in interactions with colleagues and respects norms of confidentiality	

Principals rated as ineffective can request a private conference with the superintendent. This request must be submitted within five (5) working days after the Final Summative Evaluation.

PERFORMANCE EVALUATION/EFFECTIVENESS SUMMARY

Principals

Assistant Principals rated as ineffective can request a private conference with the superintendent. This request must be submitted within five (S) working days after the Final Summative Evaluation.

PERFORMANCE EVALUATION/EFFECTIVENESS SUMMARY

Assistant Principal

Domain 1: Teacher Effectiveness (50.00%)

1.1.1 Hiring and retention

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

1.1.2 Evaluation of teachers

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal prioritizes and applies teacher evaluations by:	Principal prioritizes and applies teacher evaluations by:	Principal does not prioritize and apply teacher evaluations by:
Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;	Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;	Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;
Principal monitors implementation of corporation initiatives i.e.UbD units, AP goals, etc.	Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;	Using teacher evaluations to partially differentiate the performance of teacher;	Rarely or never using teacher evaluation to differentiate the performance of teachers;
	[illegible]	[illegible]	[illegible]

	Following processes and procedures outlined in the corporation evaluation plan for all staff members	Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

1.1.3 Professional development

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal orchestrates professional learning opportunities by:	Principal orchestrates aligned professional learning opportunities tuned to staff needs by:	Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by:
Frequently creating learning opportunities in which highly effective teachers support their peers;	Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;	Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;	Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;
Monitoring the impact of implemented learning opportunities on student achievement;	Providing learning opportunities in a variety of formats, such as instructional coaching,workshops, team meetings, etc.	Providing learning opportunities with little variety of format;	Providing no variety in format of learning opportunities;
Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	Providing differentiated learning opportunities to teachers based on evaluation results.	Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	Failing to provide professional learning opportunities based on evaluation results.

1.1.4 Leadership and talent development

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal develops leadership and talent by:	Principal develops leadership and talent by:	Principal does not develop leadership and talent by:
Encouraging and supporting teacher leadership and progression on career ladders;	Providing formal and informal opportunities to mentor emerging leaders;	Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;	Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school;
Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;	Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	Providing formal and informal opportunities to mentor some, but not all, emerging leaders;	Rarely or never provides mentorship to emerging leaders;
Recognizing and celebrating emerging leaders	Recognizing Leadership	Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging	Providing no support and encouragement of leadership and growth;

		and developing leaders.	
			Frequently assigns responsibilities without allocating necessary authority.

1.1.5 Delegation

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

1.1.6 Strategic assignment

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal uses staff placement to support instruction by:	Principal uses staff placement to support instruction by:	Principal does not use staff placement to support instruction by:
Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;	Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
	Strategically assigning support staff to teachers and classes as necessary to support student achievement.		

1.1.7 Addressing teachers who are in need of improvement or ineffective

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**

At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal addresses teachers in need of improvement or ineffective by:	Principal addresses teachers in need of improvement or ineffective by:	Principal does not address teachers in need of improvement or ineffective by:
Staying in frequent communication with teachers on remediation plans to ensure necessary support;	Developing remediation plans with teachers rated as ineffective or in need of improvement;	Occasionally monitoring the success of remediation plans;	Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;
Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	Monitoring the success of remediation plans;	Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Rarely or never monitoring the success of remediation plans;
	Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.		Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

1.2.1 Mission and Vision

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal supports a school-wide instructional vision and/or mission by:	Principal supports a school-wide instructional vision and/or mission by:	Principal does not support a school-wide instructional vision and/or mission by:
Defining long, medium, and short-term application of the vision and/or mission;	Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);	Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);	Failing to adopt a school-wide instructional vision and/or mission;
Monitoring and measuring progress toward the schools vision and/or mission;	Defining specific instructional and behavioral actions linked to the schools vision and/or mission;	Making significant key decisions without alignment to the vision and/or mission;	Defining a school-wide instructional vision and/or mission that is not applied to decisions;
Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;	Cultivating commitment to and ownership of the school"s vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	Cultivating a level of commitment to and ownership of the school"s vision and/or mission that encapsulates some, but not all, teachers and students.	Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
Cultivating complete commitment to and ownership of the schools vision and/or mission fully within the school and that spreads to other stakeholder groups.			
Ensuring all key decisions are aligned to the vision and/or mission.			

1.2.2 Classroom Observations

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal uses classroom observations to support student academic achievement by:	Principal uses classroom observations to support student academic achievement by:	Principal uses classroom observations to support student academic achievement by:
Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority;	Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;	Occasionally visiting teachers to observe instruction;	Rarely or never visiting teachers to observe instruction;
Monitoring the impact of feedback provided to teachers	Visiting all teachers frequently (announced and unannounced) to observe instruction;	Occasionally analyzing student performance data to drive instruction evaluate instructional quality;	Rarely or never analyzing student performance data OR lacking ability to deriv meaning from analysis of data;
	Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.

1.2.3 Teacher Collaboration

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal supports teacher collaboration by:	Principal supports teacher collaboration by:	Principal does not support teacher collaboration by:
Monitoring collaborative efforts to ensure a constant focus on student learning;	Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;	Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;	Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;
Tracking best collaborative practices to solve specific challenges;	Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;	Supporting and encouraging teamwork and collaboration in a limited number of ways;	Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;
Holding collaborating teams accountable for their results.	Aligning teacher collaborative efforts to the schools vision/mission.	Occasionally aligning teacher collaborative efforts to instructional practices.	Rarely or never aligning teacher collaborative efforts to instructional practices.

1.3.1 Planning and Developing Student Learning Objectives

Highly	**Effective**	**Improvement**	**Ineffective**

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

1.3.2 Rigorous Student Learning Activities

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal creates rigor in SLOs by:	Principal creates rigor in SLOs by:	Principal creates rigor in SLOs by:
Utilizing rigorous SLOs to define and lead a schools culture and sense of urgency;	Ensuring teachers SLOs define desired outcomes;	Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;	Allowing for outcomes to be benchmarked tc less than typical growth;

Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	Ensuring assessments used correspond to the appropriate state content standards;	Assessing baseline data that may not be effectively used to assess students starting points;	Failing to assess baseline knowledge of students;
	Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;	Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	Failing to select assessments that are appropriately aligned to content standards.
	Ensuring an analysis of previous years student data is included in the development of SLOs;		
	Ensuring SLOs are focused on demonstrable gains in students mastery of academic standards as measured by achievement and/or growth.		

1.3.3 Instructional Time

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal supports instructional time by:	Principal supports instructional time by:	Principal does not support instructional time by:
Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	Removing all sources of distractions of instructional time;	Removing major sources of distractions of instructional time;	Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;
	Promoting the sanctity of instructional time;	Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;	Rarely or never promoting the sanctity of instructional time;
	Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	Occasionally allowing unnecessary noninstructional events and activities to interrupt instructional time.	Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions (50.00%)

2.1.1 Professionalism

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for	Principal displays professionalism by:	Principal supports professionalism by:	Principal does not support professionalism

Level 3 and additionally:			by:
Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;	Modeling professional, ethical, and respectful behavior at all times;	Failing to model professionalism at all times;	Failing to model professionalism at all times;
Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	Understanding of professional expectations as evidenced by not acting counter to these expectations;	Occasionally modeling behaviors counter to professional expectations;
		Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.

2.1.2 Time Management

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal manages time effectively by:	Principal manages time effectively by:	Principal manages time effectively by:
Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;	Establishing yearly, monthly, weekly, and daily priorities and objectives;	Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;	Rarely or never establishing timely objective or priorities;
Monitoring use of time to identify areas that are not effectively utilized;	Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	Occasionally prioritizes activities unrelated to student achievement.	Regularly prioritizing activities unrelated to student achievement;

2.1.3 Using Feedback to Improve Student Performance

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal uses feedback to improve student performance by:.	Principal uses feedback to improve student performance by:	Principal does not use feedback to improve student performance by:
Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;	Actively soliciting feedback and help from all key stakeholders;	Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;	Regularly avoiding or devaluing feedback;
Identifying the most efficient means through which feedback can be generated.	Acting upon feedback to shape strategic priorities to be aligned to student achievement	Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Rarely or never applying feedback to shape priorities.

Establishing feedback loops in which those who provide feedback are kept informed of actions taken based on that feedback.

2.1.4 Initiative and Persistence

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal displays initiative and persistence by:	Principal displays initiative and persistence by:	Principal does not display initiative and persistence by:
Exceeding typical expectations to accomplish ambitious goals;	Consistently achieving expected goals; Taking on voluntary responsibilities that contribute to school success;	Achieving most, but not all expected goals;	Rarely or never achieving expected goals;
Regularly identifying, communicating, and addressing the schools most significant obstacles to student achievement;	Volunteering for and fully participating in district committees that can impact student achievement.	Occasionally taking on additional, voluntary responsibilities that contribute to school success;	Rarely or never taking on additional, voluntary responsibilities that contribute to school success;
Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the schools most significant obstacles to student achievement.		Occasionally taking risks to support students in achieving results by attempting to remove the schools most significant obstacles to student achievement;	Rarely or never taking risks to support students in achieving results;
Taking risks to support students in achieving results by identifying and frequently attempting to remove the schools most significant obstacles to student achievement;		Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	Never seeking out potential partnerships.
Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.			

2.2.1 Culture of Urgency

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

		expectations.	teachers, thus unable to align these efforts.

2.2.2 Communication

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal skillfully and clearly communicates by:	Principal skillfully and clearly communicates by:	Principal does not skillfully and clearly communicate by:
To the extent possible, messaging key concepts in real time;	Messaging key concepts, such as the schools goals, needs, plans, success, and failures;	Messaging most, but not all, key concepts;	Rarely or never messaging key concepts;
Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;	Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;	Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;	Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;
Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	Utilizing a limited number of means and approaches to communication.	Not utilizing a variety of means or approaches to communication
			or ineffectively utilizing several means of communication.

2.2.3 Forging consensus for change and improvement

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal creates a consensus for change and improvement by:	Principal creates a consensus for change and improvement by:	Principal does not create a consensus for change and improvement by:
Guides others through change and addresses resistance to that change;	Using effective strategies to work toward a consensus for change and improvement;	Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;	Failing to identify areas in which agreement and/or consensus is necessary;
Monitors the success of strategies and revises based on strengths and weaknesses;	Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	Managing change and improvement processes without building systems and allies necessary to support the process; .	Rarely or never managing or developing a process for change and/or improvement;
Creates cultural changes that reflect and support building a consensus for change.		Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders	Rarely or never seeking out feedback or securing cooperation making unilateral, arbitrary decisions.

2.3.1 High Expectations

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal creates and supports high academic and behavior expectations by:	Principal creates and supports high academic and behavioral expectations by:	Principal does not create or support high academic and behavior expectations by:
Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;	Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;	Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;	Accepting poor academic performance and/or student behavior;
Benchmarking expectations to the performance of the state"s highest performing schools;	Empowering students to set high and demanding expectations for themselves;	Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	Failing to set high expectations or sets unrealistic or unattainable goals.
Promoting a culture in which students are able to clearly articulate their diverse personal academic goals.	Ensuring that students are consistently learning, respectful, and on task;		
Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;		

2.3.2 Academic Rigor

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal establishes academic rigor by:Principal establishes academic rigor by:	Principal establishes academic rigor by:	Principal has not established academic rigor by:
Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	Creating academic goals that are nearing the rigor required to meet the school"s academic goals;	Failing to create academic goals or priorities OR has created academic goals and prioritie that are not ambitious;
		Creating academic goals but occasionally deviates from these goals in the face of adversity.	Consistently sets and abandons ambitious academic goals.

2.3.3 Data Usage in Teams

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for	Principal utilizes data by:	Principal utilizes data by:	Principal does not utilize data by:

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

District Administrators rated as ineffective can request a private conference with the superintendent. This request must be submitted within five (S) working days after the Final Summative Evaluation.

PERFORMANCE EVALUATION/EFFECTIVENESS SUMMARY

District Administrators

Gary Community School Corporation District Leader Effectiveness Rubric *(v.2020)*

Domain 1: LEADERSHIP IN ASSIGNED AREA OF RESPONSIBILITY (25.00%)

1a Promotes a Positive Work Culture

Unsatisfactory	Developing	Proficient
Leader does not address indicators of a negative work culture (i.e. we prefer to work by ourselves, we must protect our territory, we focus on activity instead of results, we do not connect our work to student learning), nor is there evidence of attempts to create a positive work culture	Leader and staff occasionally meet with a focused agenda to collaboratively address department issues and improvement. There is some evidence of tangible efforts to recognize staff and convey that they are valued	Leader models positive relationships with staff and customers and is highly visible with a warm, inviting office. Leader engages staff during meetings and sets a positive tone in the workplace. Staff, direct reports, and leader work collaboratively. Leader personally relates to staff with rounding, thank you notes, and phone calls. Leader plays a central role in promoting a climate of respect and support for everyone. The leader recognizes and celebrates the contributions of staff

1b Demonstrates Knowledge and Applies Best Practices in Assigned Areas of Responsibility

Unsatisfactory	Developing	Proficient
Leader is unable to explain the rationale or interrelatedness behind major department initiatives. Leader does not keep abreast of current trends in assigned area and does not participate in professional development opportunities to enhance his/her own knowledge	On occasion, leader makes decisions to purchase and/or implement programs without fully determining the alignment with the mission and department goals. Leader acknowledges needed growth in knowledge of job responsibilities. There is a need for the leader to increase knowledge of assigned areas of responsibility through the completion of a professional development plan	Leader participates in the planning and/or implementation of professional development opportunities for him/herself and staff. Leader recognizes exemplary performance of staff. Leader is actively involved with staff in identifying and implementing ideas for continuous improvement. Leader demonstrates a high priority for activities focused on the support and monitoring of excellence in assigned areas. Leader routinely talks to customers about what is working anc what is not. Leader takes initiative to address problem areas

1c Inspires confidence, trust and generates commitment to the vision and mission

Unsatisfactory	Developing	Proficient
Leader is not trusted by his/her staff and/or customers. Leader's actions do not align to the District's vision and mission. Leader does not inspire staff to accomplish the department objectives and there is little or no evidence of commitment of staff to department objectives	Leader sets expectations for subordinates without consistently communicating how the expectations relate to the department's objectives. Leader understands the District's vision/mission, and is able to communicate it to staff with some coaching from supervisor. Leader is moving toward the development of trust and confidence of staff	Leader has earned the trust and confidence of staff and customers. Leader conveys clear expectations and inspires staff to achieve results that support the District's vision and goals. Leader actively addresses performance issues that impact department productivity. Leader gives attention and support to employees as they develop. Leader models commitment to vision and mission so that others are motivated to do the same

Domain 2: MANAGING THE WORK ENVIRONMENT IN ASSIGNED AREA OF RESPONSIBILITY (25.00%)

2a Manages the Organization, Operations, Facilities and Resources in Ways that Maximize the Use of Resources

Unsatisfactory	Developing	Proficient
The daily work schedule does not demonstrate appropriate utilization of resources. Staffing decisions are not responsive to identifiable department productivity needs. Staff generally perceives that the allocation of fiscal, human and material resources is neither fair nor equitable. Programs lack adequate materials. The budget is developed without an efficient budget planning process	The leader directs staff regarding the scheduling of work schedules, the allocation of fiscal, human, and material resources, and the development of the budget and related staffing. The leader addresses problems related to these functions as they become apparent but does not develop adequate systems that prevent the recurrence of the problems	Leader ensures that staff has the necessary materials, equipment and opportunities for development; fairly allocates fiscal, human, and material resources and develops an efficient budget planning process that provides for the input o staff and other stakeholders. Leader solicits ideas from staff t improve utilization of all resources

2b Promotes a Safe, Efficient, Legal and Effective Work Environment

Unsatisfactory	Developing	Proficient
Leader does not develop and administer policies, rules, and routines to provide a safe work environment; does not ensure that workplace is in compliance with state mandates; takes an adversarial approach to managing contractual agreements; and does not apply legal principles to promote workplace equity	Leader has developed some rules, procedures and routines to ensure a safe environment; however, the leader does not consistently reinforce and monitor these rules and procedures. The leader's management and application of contractual agreements, legal requirements, and/or equity issues demonstrates the need for further understanding	Leader establishes and enforces clear rules, procedures, and routines; ensures the workplace is a safe environment and in compliance with state and federal mandates. Leader actively monitors key indicators of a safe environment and develops procedures and practices to address concerns as they becom evident. The leader empowers all staff to proactively address issues of workplace safety. The leader effectively manages contractual agreements and addresses potential problems. The leader understands how to apply legal principles to promote workplace equity

Domain 3: PRODUCTIVITY/ACCOUNTABILITY (25.00%)

3a Productively and Efficiently Manages Volume of Work Assigned to Area

Unsatisfactory	Developing	Proficient
The leader is unable to articulate relevant department data/measures of work volume, is not actively engaged in a plan to involve all staff in department productivity, and makes little or no effort to monitor or evaluate workplace productivity. The leader is not visible in the department; and/or has little contact with staff and customers	There is evidence that the leader can articulate the effectiveness of the relevant department data/measures of work volume, but the data is not always fully integrated into the decision-making process. The leader is visible in the department and has some contact with staff and customers	A monitoring plan is constructed that supports using data fron multiple sources in order to evaluate the effectiveness of organizational operations. The leader shares the information with all staff and facilitates adjustments in work processes as necessary. The leader is highly visible and has frequent interactions with staff, collecting data related to productivity and work volume

3b Builds Individual Accountability so Staff Feels Ownership and Alignment with the Vision and Goals of the School District

Unsatisfactory	Developing	Proficient
The leader cannot delineate systems to assess department	The leader occasionally promotes or supports the direct	The leader systematically aligns individual and collective

needs and the impact on productivity/ work volume. The leader is unaware of how to build individual accountability or staff ownership/ alignment with department goals	connection between individual accountability and work productivity. There is some evidence that the leader uses coaching to identify and address productivity concerns	productivity to meet the goals of the department. The leader effectively builds staff commitment to department goals and the District's vision. The leader meets frequently with staff and customers to analyze productivity/ work volume and the impact on goal achievement

3c Uses a Variety of Benchmarks and Feedback Measures to Ensure Accountability for All Direct Reports

Unsatisfactory	**Developing**	**Proficient**
The leader does not provide constructive feedback regarding individual performance of staff and generally does not use supervisory and coaching models to establish individual accountability	The leader sets clear expectations for employees. Supervisory models tend to be focused on deficiency areas of some staff members with little attention to improving satisfactory performance	The leader promotes and participates in multiple strategies with staff that set clear expectations and provides periodic feedback on progress toward those outcomes. Appropriate supervisory and coaching models are used to improve performance. Staff is engaged in professional development. The leader promotes a culture of individual accountability wit recognition of specific contributions so staff feels ownership o the department's vision and goals

Domain 4: COMMUNICATION (25.00%)

4a Actively Listens and Expresses Ideas Clearly Orally, in Writing, and in Multi-Media Presentations for a Variety of Audiences

Unsatisfactory	**Developing**	**Proficient**
There is a lack of focus and clarity in verbal and written communication. There may be errors of grammar and/or conventions	Writing and verbal skills show a central idea or focus with relevant supporting information. There is evidence of inconsistent adaptability to the intended audience and efforts to solicit feedback	Leader possesses verbal and written skills to communicate with clarity, conciseness and appropriateness to multiple audiences. Leader effectively uses a variety of visuals to enhance the delivery of the message. Multi-media presentations use a variety of elements that are purposefully selected to enhance the impact

4b Provides Opportunities for two-way Communication with Internal and External Customers (Students, Staff, Parents, and Community Members)

Unsatisfactory	**Developing**	**Proficient**
Little or no evidence of interaction with internal/external customers for the purpose of feedback, decision-making, or positive relationship building. Leader is frequently unavailable for concerns and/or questions	Internal and external customers receive a respectful hearing when they initiate a conversation with the leader. Limited time and/or willingness for open discussion are afforded to internal and external customers	The leader conducts frequent interactions with internal and external customers including personal visits and calls, and the use of technology where appropriate. Staff meetings include open, two-way discussions between schools, departments an other stakeholders. The leader engages in active listening wit internal and external customers and uses reflective questioning strategies to seek feedback

Domain 5: DECISION-MAKING STRATEGIES (25.00%)

5a Plans Effectively, Using Critical Thinking and Problem Solving Techniques

Unsatisfactory	Developing	Proficient
Ineffective planning procedures are employed by the leader such as planning done in isolation, reactive rather than proactive, delegating tasks without clear outcomes. The lack of effective planning techniques may lead to decisions and actions with unintended consequences	The leader varies in the application of effective planning techniques which may result in decisions and actions that are perceived as arbitrary, reactive or less than positive. The leader is sometimes late in meeting required deadlines	The leader demonstrates strategic planning using effective group-process and consensus-building skills. The leader clarifies the decision-making method for major decisions and shares decisions with staff, using data to the greatest extent possible to support those decisions. The leader provides time for problem solving and promotes the development of collaborative skills with staff

5b Collects and Analyzes Data as the Basis for Decisions to Support Continuous Improvement

Unsatisfactory	Developing	Proficient
Important work volume/productivity data is not collected on a routine basis. Decisions impacting productivity do not appear to be related to department goals	Some decisions related to continuous improvement are based on work volume and productivity data, but many decisions are the result of personal preference, tradition or the opinions of others. The leaders is aware of district and department results and has discussed those results with staff, but has not linked specific decisions to the data	The leader can specifically document examples of decisions to support continuous improvement that have been made on the basis of data analysis. The leader engages all staff in the analysis of data and facilitates the identification of priority needs and the continuous refinement of improvement efforts based on the data. There is clear evidence of the use of data in making leadership decisions

Domain 6: TECHNOLOGY (25.00%)

6a Researches and Evaluates Technology Enhancements Applicable to Assigned Areas

Unsatisfactory	Developing	Proficient
The leader does not use new/enhanced technology to assist in the management of the department. The leader relies on others to use technology tools. Most communication in the department is handled through paper	The leader is able to use technology tools to manipulate and analyze data and conduct targeted searches for information. The leader uses email, electronic phone messaging and some presentation software to communicate to internal and external customers	The leader uses technology tools to access, collect and analyze data, interpret results, and communicate findings. Department productivity and efficiency are enhanced as a result of technology. In addition, the leader actively sets expectations with staff that technology tools be used. The leader uses technology tools (i.e., email, presentation software, electronic phone messaging) to communicate with internal and external customers

6b Uses and Promotes Technology and Electronic Tools in Assigned Areas of Responsibility

Unsatisfactory	Developing	Proficient
The leader does not integrate the use of technological tools to achieve the department mission	The leader is knowledgeable in the operational use of technological resources and tools in the department with limited focus on productivity impacts. The leader is aware of how staff is using technology to achieve the department mission	The leader actively plans for, monitors, and supports the use of technological resources and tools throughout the department to enhance productivity and efficiency. The leade models the use of technology for staff. The leader actively seeks technology resources and tools to enhance productivity efficiency and collaborates with others to evaluate

effectiveness of the technology

Domain 7: HUMAN RESOURCE DEVELOPMENT (25.00%)

7a Recruits, Selects, and Retains Effective Personnel

Unsatisfactory	Developing	Proficient
The leader elects to have little or no involvement in the selection and retention of staff. Selection and hiring practices may violate district procedures. If there are higher than normal levels of resignations and/or voluntary transfers, no effort is made to analyze the situation	The leader identifies staffing needs through the staffing process and implements selection/hiring practices. The orientation of new staff provides basic information and there is occasional follow-up with new staff	The leader proactively participates in the identification of staffing needs and facilitates the plan to recruit/select staff and or school board administrators and teachers using district procedures. Staff orientation is embedded in the specific department culture, is linked to district procedures, and sets an expectation for the staff member's success. The leader supports the orientation of new staff and develops a personalized plan to support each new employee throughout the year. The leader systematically collects information about staff members that supports a personalized approach to the creation of a positive work environment

7b Monitors and Coaches Employee Performance and Takes Action as Needed

Unsatisfactory	Developing	Proficient
There is little evidence of mentorship or other partnership programs designed to improve individual performance	The leader demonstrates support for mentor programs that may result in varied levels of effectiveness. Reactionary employee coaching is evident	The leader demonstrates deliberate support for mentor programs and employee orientation processes for department hires The leader provides opportunities for staff to seek successful practices from other employees and departments. The leader proactively coaches employees for successful outcomes

7c Designs and Implements Comprehensive Professional Growth Plans for Him/Herself and all Direct Reports

Unsatisfactory	Developing	Proficient
The leader does not promote a learning environment, and there is little evidence that professional development is occurring. The leader does not routinely participate in staff development activities	The leader works with staff to create opportunities for participation in development experiences following district requirements. Input is collected from staff and consideration is given to staff feedback in the development of the professional development plans	The leader ensures that all staff is afforded opportunities for differentiated professional development and growth in their area of job responsibility. The leader collaborates with staff to create varied opportunities for internal growth. The leader actively participates in staff development. The leader coaches employees on advancement opportunities and position requirements

Domain 8: ETHICAL LEADERSHIP (25.00%)

8a Acts with Integrity, Fairness and Honesty in an Ethical Manner

Unsatisfactory	Developing	Proficient
There is evidence that the leader has taken actions that call to question the commonly accepted tenets of integrity, fairness and/or honesty	The leader acts in a manner consistent with stated values and beliefs related to integrity, fairness and honesty. The leader is aware of how his/her actions may be perceived by others	The leader serves as a role model by taking responsibility for department operations and considering the impact of his/her actions on others. The leader treats all people fairly, equitably and with dignity and respect, and using the influence of his/her position to enhance the District's reputation. The leader acknowledges decision-making challenges that raise issues of fairness and equity and seeks input from others before making a final decision

Domain 9: CHANGE (25.00%)

9a Systematically Considers More Effective Ways of Doing Things

Unsatisfactory	Developing	Proficient
The leader is unable/ unwilling to articulate the impact of change within or outside the organization. The leader is not always open to consider more effective ways of doing things	Leader considers more effective ways of doing things but may not fully understand the impact the change will have or how to implement the change	Leader effectively and systematically implements continuous improvements in the department and is able to facilitate the change that results in successful outcomes

9b Is Reflective and Resilient in the Role of Change Agent

Unsatisfactory	Developing	Proficient
The leader demonstrates a lack of perseverance and is generally unwilling to continue when occasional setbacks occur	The leader seeks opportunities to reflect with colleagues and staff. The leader may change a course of action when confronted with a setback or obstacle. The leader strives to develop an accurate understanding of how he/she is viewed by others and the impact this perception has relative to change initiatives	The leader consistently seeks feedback from others, demonstrating a willingness to improve. The leader is aware o how he/she is perceived by others in the role of change agent The leader exhibits a resilience to persevere and overcome setbacks

9c Leads the Change Process Based Upon Situational Awareness and Pacing of Various Change Initiatives

Unsatisfactory	Developing	Proficient
The leader demonstrates a reluctance to challenge the status quo and relies on the explanation of â€œthat's the way we have always done itâ€. When change is required because of state or district requirements, the leader portrays the changes negatively with a focus on blaming outside groups. Actions by the leader related to change initiatives are reactive and fragmented in nature	The leader addresses change and demonstrates an awareness of situational factors and the pace that individuals can accommodate new ways of working. There is evidence of a plan or strategy to affect the required change	The leader systematically considers more effective and efficient ways of doing things. Processes that support the pac of change implementation and internal/ external feedback are clearly evident. The leader recognizes the interconnectedness of all dimensions of department operations and the fact that changes in one dimension will influence all others

Domain 10: VISION (25.00%)

10a Has a Vision for the Assigned Area of Responsibility that is Aligned with and Supports the District's Vision

Unsatisfactory	Developing	Proficient
The leader has not facilitated the development and communication of ideals that direct the work of the department. The leader is unaware of or disconnected from the District's vision, mission and strategic priorities	The leader communicates relevant visions to stakeholders. The leader's decisions are linked to the vision, mission and priorities of the District	The leader deliberately aligns relevant visions to the vision and goals of the department. The leader's decisions are consistent with and support the vision, mission, and strategic priorities of the District

10b Has the Knowledge, Skills, and Dispositions to Develop, Articulate, and Implement a Shared Vision

Unsatisfactory	Developing	Proficient
The leader does not communicate a compelling purpose for the department. There is little or no alignment between the District's stated priorities and the direction of the department. There is little or no sense of ownership and active engagement in addressing department goals	There is evidence of a cohesive staff in taking ownership of the department's goals and improvement efforts. There are links between department and district goals. The leader shares a personal commitment to internal and external customers	The leader creates a vision that becomes the reality for the department and demonstrates his/her personal commitment to the vision. Every staff member understands his/her role in achieving the vision. The leader secures commitment from th staff in support of department's goals

Domain 11: COMMUNITY AND STAKEHOLDER PARTNERSHIPS (25.00%)

11a Collaborates with and Mobilizes Internal and External Stakeholders as appropriate

Unsatisfactory	Developing	Proficient
The leader fails to involve stakeholders in decisions affecting the department. There is little or no evidence of structures in place for stakeholders to offer input in department operations. The leader ignores or responds ineffectively to diverse community interests and needs	The leader develops a plan to interact with stakeholders to ensure success of department operations. There are structures in place for stakeholders to offer input and feedback in department operations. The leader responds to diverse community interests and needs	The leader collaborates with key stakeholders in the planning, development, and implementation of activities which affect the department. There are effective structures in place that are routinely utilized by stakeholders to offer input and feedback in department operations. The leader is responsive to this feedback. The leader establishes partnerships with others that support the accomplishment of department goals

11b Creates and Maintains a Culture of Quality Service Within the Larger Organization

Unsatisfactory	Developing	Proficient
The leader ignores or poorly handles policy decisions from superiors. The leader ignores or is apathetic to feedback from internal and external stakeholders	The leader keeps his/her superior aware of significant issues, challenges, and accomplishments to influence quality service. The leader demonstrates the ability to bring together resources to positively impact department operations. The leader is open to customer service feedback	The leader and all staff members are aligned with the customer service vision for organizational excellence. The leader systematically measures customer service and holds staff accountable to those measures. The leader responds to feedback utilizing an aggressive service recovery system

Domain 12: DIVERSITY (25.00%)

12a Understands and Promotes a Culture of Inclusivity and Acceptance of Everyone

Unsatisfactory	Developing	Proficient

The leader fails to enforce the district's policies prohibiting discrimination and harassment. The workplace culture does not demonstrate inclusivity and acceptance	The leader sets expectations to ensure the district's policies on discrimination and harassment are in place and enforced equitably among all participants in the department. The workplace culture reflects inclusivity and acceptance	The leader attracts, develops and retains a diverse workforce by creating a culture and climate of respect and inclusion. The leader promotes multicultural awareness, gender sensitivity, and racial and ethnic inclusiveness through modeling and focused professional development for all staff. There is participation by and acceptance of everyone in the workplace