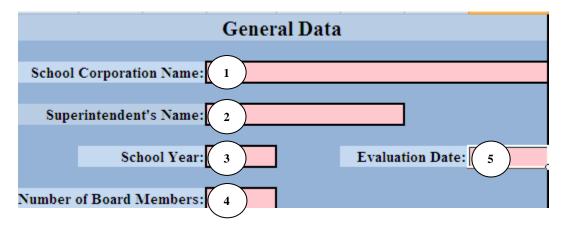
Instructions for Completing the Superintendent Evaluation Process Workbook:

The Workbook consists of five separate worksheets, each representing different steps in the process. <u>It is</u> **important that the workbook be completed in order.** The only areas where data or information can be input into the spreadsheet are those cells in every worksheet that are initially shaded red. All other cells are locked and cannot be altered or other information substituted.

The first worksheet is titled, General Data, (see below)



This worksheet contains much of the data that will be used throughout the worksheet. Entering it on this worksheet not only eliminates the need for entering the same data in multiple locations. The Number of Board Members entry is necessary for calculations in other worksheets.

Each of these areas should be completed **FIRST**, before entering any other material in the workbook

#1 – School Corporation Name

#2 - Superintendent's Name

#3 – The School Year or period of the evaluation, e.g., 2020-21, or 2021

#4 - The Number of Board Members <u>completing</u> the evaluation. (Note: If the evaluation is to be completed by a consensus of opinion by the board, the number that should be entered is a "1".) #5 - The Evaluation Date - The date the evaluation is completed.

Proc	cess Percentages
	for school year:
Date Establish	ed 1
Rubrie	2
Superintenden	t Goals / Objectives 3
	Total =

The second worksheet is titled: **Process Percentages**, (see below)

This page is for the weighting of the three components of the evaluation process: the rubric assessment instrument, the corporation accountability grade provided by the Department of Education, and the Superintendent's personal goals and/or corporate objectives.

The school year box at the top will be automatically filled with information from the **General Data** worksheet.

#1 - Enter the Date the percentages were agreed upon

#2 – Enter a whole number reflecting the percentage the rubric is to weigh in the process, e.g., 55 = 55%#3 – Enter a whole number reflecting the percentage the Goal/Objectives are to weigh in the process, e.g., 45=45%

The Total box beneath the percentages boxes will total all the percentages in the boxes. There must be a weight given in each box and the total must be 100. Numbers totaling 100 and less will appear in the box. Anything over 100 will cause the box to be blank. Any box left blank will also prevent the box from showing a total.

The third worksheet is titled: Rubric Indicator Summary, (see below)

				Rub	oric In	dicate	or Sui	nmar	y		
School C	Corpo	ration							Date		Composite Score
Number	of Bo	ard Mem	bers								
		1.0 Huma	n Capital	Manager –	The super	intendent u	ises the rol	e of humar	capital m	anager	Standard Score
				nts in build						2	
					Boa	ard Memb	ers				
Indica	tor	1	2	3	4	5	6	7	8	9	Indicator Score
	1.1	•									
	1.2										
	1.3	-									
	1.4	•									
	1.5	•									

There are a total of six rubric indicator categories (only one is shown in the example above). The process is the same for each of them.

The boxes for School Corporation, Date, and Number of Board Members are automatically filled with data from the first worksheet, titled, **General Data**. The other boxes titled Composite Score, Standard Score, and Indicator Score are filled as the boxes (shaded red) are completed.

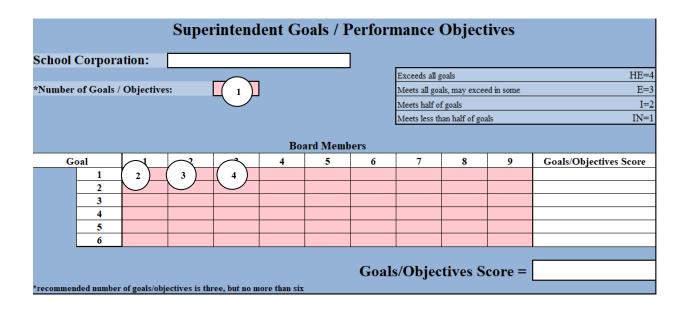
Every board member completes a separate Rubric Score Sheet based on the evidence provided them by their Superintendent. The board's designee then transfers the numbers from each member's sheet to this Evaluation Summary sheet. Note: Only those evaluation summaries showing scores for each of the indicators are to be entered on this summary. If an individual rubric score sheet is incomplete, that evaluation is to be **disqualified or returned to the board member for completion**.

#1 – Enter the score of board member #1 for Indicator 1.1 - 1.5 from the Rubric Score Sheet.

Repeat this process for every board member that completes the evaluation. (Note: The number of members completing the process must match the number of board members shown at the top of the worksheet. If it does not, then the number must be changed in the **General Data** worksheet.)

The Board also has the option of completing the evaluation collectively by consensus. If that option is chosen, only the 1st column should be completed. The scores for each indicator would then reflect the board's consensus of performance for that indicator. In this case, the total number of board members on the **General Data** worksheet will be "1" since the board is completing the evaluation as a unit, rather than individually.

The fourth worksheet is titled: **Superintendent Goal / Performance Objectives**, (see below)



Again, the school corporation name should appear at the top of the worksheet from the information provided in the **General Data** worksheet already completed.

#1 – The total number of goals and/or objectives should be entered in this box first. It is recommended there be a minimum of three, but there is space provided for up to six.

The information to enter into this worksheet is also obtained from the Rubric Score Sheet at the bottom of the page and is entered in the same manner as the information for the preceding worksheet, the **Evaluation Summary** for each board member completing the evaluation process.

Each board member should have evaluated the superintendent's performance on each of the personal goals and/or objectives using the following criteria:

4 = exceeded the goal
3 = met the goals, may have exceeded some
2 = only partially met the goal
1 = did not meet the goal

#2 – Enter the score for board member #1 for Goal/Objective #1

#3 – Enter the score for board member #1 for Goal/Objective #2

#4 - Enter the score for board member #1 for Goal/Objective #3

(repeat for goals 5-6 if applicable)

Repeat this process for every board member that completes the evaluation. (Note: The number of members completing the goals/objectives process must match the number of board members shown at the top of the worksheet. If it does not, then the number must be changed in the **General Data** worksheet.)

When the data is compiled in this worksheet, the criterion in the legend is followed in the compilation and final performance result. The final result is expressed as a number and 1 place decimal in the Goals/Objectives box at the bottom of the page.

The fifth worksheet is titled: Superintendent Evaluation Summary, (see below)

Superintendent Evaluation Summary						
		School Year				
	,					
Superintendent						
		Date:				
	Raw Score	Weight	Final Score			
Rubric Score (Leadership Outcomes)	Raw Score	weight	That Score			
Superintendent Goals/Objectives Score						
		TOTAL				
Annual Evaluation Rank						
Annual Evaluation Rank						
Comprehensive Ef	fectiveness	Rating				
School Board						
President						
Vice-President						
3						
Secretary						
Member						
Member						

Everything on this page is completed automatically. The data shown on this page is the summary of all the data input in the previous five worksheets. This page should be printed and:

- #1 The President affixes his or her signature
- #2 The Vice-President affixes his or her signature
- #3 The Secretary affixes his or her signature

#4 – The remaining board members affix their signatures on this and subsequent lines below the example shown. (There are up to nine places for board member signatures on the summary.)

After board signatures have been obtained, the evaluation summary should be given to the superintendent for his or her review and, if desired, an executive session scheduled for discussion between the board and the superintendent regarding the results and any specific areas for improvement noted on the evaluation.

The Rubric Score Sheet (see below)

Indicator	tiveness and student a Highly Effective (4)	Effective (3)	Improvement	Ineffective (1)	1
14			Necessary (2)		
1.1		— H —	╞╴╴╞	 	
13					
1.4					
1.5 Score					-
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	understanding of best i of all students. Highly Effective (4)	Effective (3)	ces, and continuously Improvement	Ineffective (1)	Catego
mexand	enguy concure (4)	Encore (5)	Necessary (2)	interesting (1)	Camp
2.1					-
2.2			<u> </u>		
Score					i
	er – The superintendes	et models personal i	behaviors that set the	tone for all student a	ad adult
p: in the : Indicator	the advector of the second sec	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Categ
3.1					-
3.2 Score					
	I				
	arhipe –The superinter chieve transformative :		aships to ensure that s	ill key stakeholders v	work offe
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Categ
41					-
42			├		
4.4					1
4.5					
4.6 Score					-
poration's	vision of success for e	very student.	corporation-wide cult		-
			Improvement	Ineffective (1)	-
poration's Indicator 5.1	Vition of Increat for # Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	-
ndicator 5.1 5.2	vision of success for # Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	-
poration's Indicator 5.1	Vition of Increat for # Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	-
Indicator 5.1 5.2 5.3	vision of success for # Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	-
Sorre Salaria Salaria Salaria Salaria Score	vision of success for + Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Categ
station's Indicator 5.1 5.2 5.3 5.4 Score instional, (ce manage Indicator	vision of success for # Highly Effective (4)	Effective (3)	The superintendent increases (2)	Ineffective (1)	Categ
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Indiana Superintendent Evaluation Rubric Score Sheet

Evaluator's Name or #_____

This is a scaled down version of the score sheet that every board member completes. Using a copy of the rubric, each board member assesses the superintendent's performance to the rubric indicators and to the performance goals and objectives criteria, based upon the performance evidence presented by the superintendent prior to his or her evaluation. It is important to recognize that, since the objective data presented is identical for every board member, the performance scores should also be very close. Huge disparities in the performance assessment should be discussed between board members prior to finalizing the evaluation to ascertain the cause of any discrepancy between individual perceptions of performance. This is an objective, performance assessment and, as such, it is not driven by personalities, only objective data and objective data leaves very little room, if any, for interpretation.

It is also paramount that board member's complete every line of the score sheet. Incomplete score sheets must be disqualified and cannot be considered in the evaluation. However, there is no reason that lines should be left blank since the superintendent is providing the evidence against which the criteria can be assessed.

Personality issues may be a topic for discussion between the superintendent and his or her board and could conceivably find a place in the personal goals and/or objectives portion of future evaluations, but they should not be considered in the superintendent's rubric indicator performance.