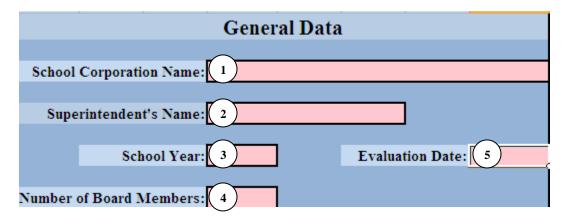# Instructions for Completing the Superintendent Evaluation Process Workbook:

The Workbook consists of six separate worksheets, each representing different steps in the process. It is 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 input.

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

General Data

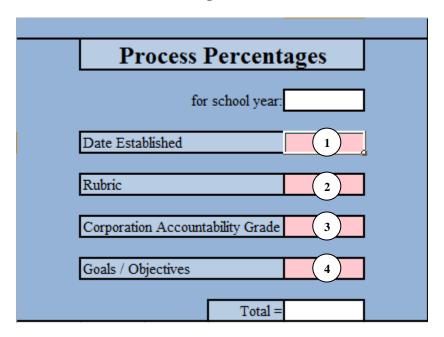|	
School Corporation Name: ①	
Superintendent's Name: ②	
School Year: ③	**Evaluation Date:** ⑤
Number of Board Members: ④	

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., 2015-16, or 2016
#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.

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

Process Percentages

for school year: [   ]

Date Established	(1)
Rubric	(2)
Corporation Accountability Grade	(3)
Goals / Objectives	(4)

Total = [   ]

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 Accountability Grade is to weigh in the process, e.g., 5 = 5%
#4 – Enter a whole number reflecting the percentage the Goal/Objectives are to weigh in the process, e.g., 40=40%

The Total box beneath the percentages boxes will total all the percentages in the boxes. <u>There must be a weight given in each box and the total must be 100</u>. 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: **Indicator Summary**, (see below)

Superintendent Indicator Summary

| School Corporation | | | | | | Date | | | | | | Composite Score |

Number of Board Members

| 1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement. | Standard Score |

Board Members

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
1.1 (1)													
1.2 (2)													
1.3 (3)													
1.4 (4)													
1.5 (5)													

There are a total of six categories (only one is shown in the example above). However 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 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 from the Rubric Score Sheet.
#2 – Enter the score of board member #1 for Indicator 1.2 from the Rubric Score Sheet.
#3 – Enter the score of board member #1 for Indicator 1.3 from the Rubric Score Sheet.
#4 – Enter the score of board member #1 for Indicator 1.4 from the Rubric Score Sheet.
#5 – Enter the score of board member #1 for Indicator 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.)

If the board is completing the evaluation collectively by consensus, you will only fill out the 1st column and each number for the indicators will reflect the board's consensus of performance for that indicator. In this case, the number of board members will be "1" since you are acting as a single voice in the process.

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

Superintendent Goals / Objectives													

School Corporation:

Exceeds all goals	HE=4
Meets all goals, may exceed in some	E=3
Meets half of goals	I=2
Meets less than half of goals	IN=1

Number of Goals / Objectives: ① 1

Board Members

Goal	1	2	3	4	5	6	7	8	9	10	11	12	Goals/Objectives Score
1	②												
2	③												
3													
4													
5													
6													

Goals/Objectives Score =

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 two, 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

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.)

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: **Accountability Grade**, (see below)

Corporation Accountability Grade

School Corporation: _____   Date _____

Points

Accountability Grade = [1]

A - F Grade Scoring Criteria	
A	HE =4
B	E =3
C	I =2
D or F	IN =1

The information for School Corporation and Date should appear from the information entered in the **General Data** worksheet.

#1 – Enter the Corporation Accountability Points from the Department of Education.

The accountability grades are not available from the Indiana Department of Education until mid-September (or later). This may impact the overall completion of the evaluation and could necessitate a deviation from traditional evaluation schedules. This is topic of discussion between the superintendent and the school board to ultimately define the schedule according to the timing that best meets the needs of both parties.

The sixth worksheet is titled: **Evaluation Summary**, (see below)

Superintendent Evaluation Summary

	School Year	

Superintendent	**Date:**	

	Raw Score	Weight	Final Score
Rubric Score (Leadership Outcomes)			
Corporation Accountability Grade			
Superintendent Goals/Objectives Score			
	TOTAL		

Annual Evaluation Rank

Comprehensive Effectiveness Rating

School Board			
①			
President			
②			
Vice-President			
③			
Secretary			
④			
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)

Indiana Superintendent Evaluation Rubric Score Sheet

1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	☐	☐	☐	☐	
1.2	☐	☐	☐	☐	
1.3	☐	☐	☐	☐	
1.4	☐	☐	☐	☐	
1.5	☐	☐	☐	☐	
Score					

2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	☐	☐	☐	☐	
2.2	☐	☐	☐	☐	
2.3	☐	☐	☐	☐	
Score					

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

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

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	☐	☐	☐	☐	
4.2	☐	☐	☐	☐	
4.3	☐	☐	☐	☐	
4.4	☐	☐	☐	☐	
4.5	☐	☐	☐	☐	
4.6	☐	☐	☐	☐	
Score					

5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	☐	☐	☐	☐	
5.2	☐	☐	☐	☐	
5.3	☐	☐	☐	☐	
5.4	☐	☐	☐	☐	
Score					

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	☐	☐	☐	☐	
6.2	☐	☐	☐	☐	
6.3	☐	☐	☐	☐	
6.4	☐	☐	☐	☐	
6.5	☐	☐	☐	☐	
Total					

Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	☐	☐	☐	☐	
2	☐	☐	☐	☐	
3	☐	☐	☐	☐	
4	☐	☐	☐	☐	
5	☐	☐	☐	☐	
6	☐	☐	☐	☐	

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 performance to the rubric indicators.