Dynamic Minds Academy

Staff Performance Evaluation Plan

2025-2026

## Legislative Context

- IC 20-28-11.5 contains 2 main requirements for the evaluation of all certificated staff:
  - Every teacher must receive an evaluation annually;
  - This evaluation must be posted on the school's website

## Performance Level Ratings

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

- **Highly Effective: A *highly effective* teacher <u>consistently exceeds</u> expectations.** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Effective: An *effective* teacher <u>consistently meets</u> expectations.** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Improvement Necessary: A teacher who is rated as *improvement necessary* <u>requires a change in performance</u> before he/she meets expectations.** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.
- **Ineffective: An *ineffective* teacher <u>consistently fails </u>to meet expectations.** This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes.

## Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on this major component:

**Professional Practice**- Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, Learning Environment, and Professionalism.

Overview of the Teacher Effectiveness Rubric for Dynamic Minds Academy Teachers

| |
|---|
| *Domain 1: Professional Knowledge* |
| The teacher demonstrates an understanding of curriculum, subject content, and the developmental needs of students by providing relevant experiences. |
| *Domain 2: Instructional Planning* |
| The teacher plans using the Indiana State Standards, the school's curriculum, effective strategies, resources, and data that meet the needs of all students. |
| *Domain 3: Instructional Delivery* |
| The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. |
| *Domain 4: Assessment of and for Student Learning* |
| The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. |
| *Domain 5: Learning Environment* |
| The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. |
| *Domain 6: Professionalism* |
| The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. |

**Timeline**

**July – August**

- Evaluation plan is shared with teachers during professional development prior to school starting
- Evaluation plan is shared with Board of Directors at monthly meeting

**August- September**

- Teacher and primary evaluator meet for the Beginning-of-the Year Conference

**August – December**

- Evaluators makes classroom observations and provides feedback.

**November – February**

- Teacher and primary evaluator meet for improvement conference at teacher's request or primary evaluator's discretion.

**January – June**

- Evaluators continues to make classroom observations and provide feedback.

**June – July**

- Primary evaluator completes observations and scores Teacher Effectiveness Rubric
- Primary evaluator completes Summative Evaluation. (The timing of the completing of summative evaluation will be based upon the availability of student and/or school performance data provided by the State of Indiana.)

**Upon Collection of Data**

- Teacher and primary evaluator meet for the End-of-Year Conference
- Primary evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference

## Evaluation Steps

**Step 1 – Beginning-of-Year Conference**- the teacher meets with the primary evaluator near the beginning of the school year (August or September).  The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

**Step 2 – Classroom Observations –** During the school year, evaluators will collect evidence through a series of observations and conferences.  Each educator will receive three formal observations by the Education Director per school year.  One at the beginning of the

school year, one mid-year, and one at the end of the school year.  Additional mini-observations may be done based on improvement plans.

The following table indicates <u>minimum requirements</u> for observations.

| Observation Type | Length (minimum) | Frequency | Pre-Conference | Post-Conference | Written Feedback | Announced |
|---|---|---|---|---|---|---|
| **Extended** | One complete lesson | 3 per year | Yes | Yes | Within 5 work days | Yes |
| **Short** | At least 10 minutes | For staff on improvement plans only | Optional | Optional | Within 5 work days | No |

## Step 3 – Improvement Conference (by teacher's request or primary evaluator's discretion) This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

The conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years.

## Step 4 – Teacher Effectiveness Rubric: Scoring

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.**  At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of Instructional Planning and Professionalism.  See Teacher Effectiveness Rubric Domains 2 and 6.
2. **The primary evaluator uses professional judgment to establish six, final ratings in Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, Learning Environment, and Professionalism.**  After collecting information, the primary evaluator must use professional judgement to assess the teacher and assign a rating in each competency within the first four domains.  These scores will be based off all evidence collected by the primary evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

It is recommended that the evaluator not average competency scores to obtain the final domain score, but rather use professional judgment to decide which competencies are more important to teachers in different contexts and how teachers have evolved over the course of the year.

At this point each evaluator should have ratings in the first four domains that range from scores of 1 (Ineffective) to 4 (Highly Effective).

3. **The primary evaluator uses established weights to calculate one rating for domains 1-6.** Each of the six final domain ratings is weighted according to importance and summed to form one rating for domains 1-6. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions.
   These are reflected in:

   Domain 1: Professional Knowledge (10%)
   Domain 2: Instructional Planning (10%)
   Domain 3: Instructional Delivery (30%)
   Domain 4: Assessment of and for Student Learning (20%)
   Domain 5: Learning Environment (20%)
   Domain 6: Professionalism (10%)

*Domains 1-6 Teacher Effectiveness Weighted Scores*

| Domain | Rating (1-4) | Weight | Weighted Rating |
|---|---|---|---|
| Domain 1- Professional Knowledge | | 10% | |
| Domain 2- Instructional Planning | | 10% | |
| Domain 3- Instructional Delivery | | 30% | |
| Domain 4- Assessment of and for Student Learning | | 20% | |
| Domain 5- Learning Environment | | 20% | |
| Domain 6: Professionalism | | 10% | |
| Sum of Weighted Scores | | | |

| Final Teacher Effectiveness Score | |
|---|---|

## Step 5: Summative Teacher Evaluation Scoring –

This final weighted score is then translated into a rating on the following scale.
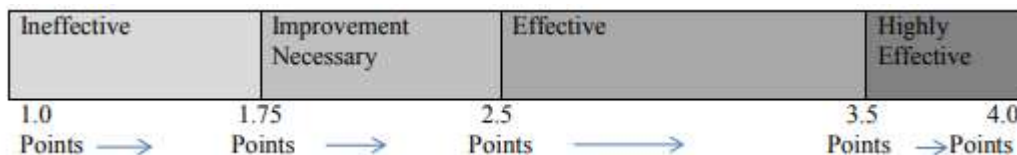


Teachers who have negatively affected student growth in their individual classroom measure, determined by local assessments, will receive a final summative rating no higher than "Improvement Necessary."

   Note: Borderline points always round up.

## Step 6: End-of-year summative evaluation conference – The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating.  A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

## Evaluator Training

The Education Director and Associate Education Director will serve as evaluators.  All evaluators must complete evaluator training provided by the school before conducting any observations.

The Teacher Effectiveness rubric being used is based on the Performance Standards and Evaluation Criteria Rubric for Special Education Teachers created by the Virginia Commonwealth University School of Education.  Evaluators will spend the first month of school reviewing the rubric and norming responses based on group observations of live teaching and teaching videos.

## Instructional Assistants

Instructional assistants are every 3 months with the first evaluation being 3 months from their hire date utilizing the included rubric.  The Associate Education Director will utilize feedback from the teaching staff that work directly with the instructional assistant as well as a short observation.

# Appendix A – Notes from IC 20-28-11.5

**Teacher Remediation Plan** - If a teacher receives a rating of ineffective or improvement necessary, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve. The Professional Development Plan form (Form 4 is an optional form that can be used.)

**Appeal -** A teacher who received a rating of ineffective may file a request for a private conference with the Board of Directors not later than 5 days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the Board President.

**Parent Notice –** A student may not be instructed for 2 consecutive years by teachers rated as *ineffective.* If it is not possible, the school must notify the parents, in writing and by email, of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective.*

**IDOE Reports –** Before August 1, 2020 (and each year following), the school shall provide the results of the teacher performance category to the IDOE. The results may not include the names of teachers.

**Compensation-** A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.

# APPENDIX B

# FORMS

# Teacher Evaluation Form 1

## Improvement Conference Check-In Form

Teacher: _____    Summative Evaluator _____

Date: _____    Grade: _____

Note: Improvement check-in conferences are **mandatory** if a teacher is in jeopardy of being rated as ineffective or improvement necessary based on prior observations, or has been rated ineffective or needs improvement on an evaluation within the past 5 years. This conference is optional for any other teachers, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, write N/A.

Number of Formal Observations Prior to Mid-Year Check-in: _____

Number of Informal Observations Prior to Mid-Year Check-in: _____

| Domain 1: Professional Knowledge | Mid-Year Assessment of Domain 1 |
|---|---|
| 1a. Demonstrates accurate knowledge of the learning behavior characteristics of the disabilities of the students with whom they work<br>1b. Effectively addresses appropriate curriculum standards based on students' individual needs<br>1c. Bases instruction on goals that reflect high expectations and are based on students' IEPs<br>1d. Understands the sensory needs of students and is knowledgeable about ways to proactively use sensory strategies<br>1e. Demonstrates accurate knowledge of evidence-based teaching practices (reinforcement, prompting, visual schedules, antecedent based interventions, etc) | |
| **Mid-Year Rating (Circle One)** | **4- Highly Effective**<br>**3- Effective** |

| | 2- Improvement Necessary |
|---|---|
| | 1-  Ineffective |

| Domain 2: Instructional Planning | Mid-Year Assessment of Domain 2 |
|---|---|
| 2a. Uses students learning data to guide planning<br>2b. Aligns IEP goals with instructional plans<br>2c. Staff roles and responsibilities are clearly communicated with all team members (including instructional assistants and therapy staff)<br>2d. Aligns instructional plans to the State Standards and school curriculum | |
| **Mid-Year Rating (Circle One)** | **4- Highly Effective**<br>**3- Effective**<br>**2- Improvement Necessary**<br>**2-  Ineffective** |

| Domain 3: Instructional Delivery | Mid-Year Assessment of Domain 3 |
|---|---|
| 3a. Engages and maintains students in active learning<br>3b. Promotes independence by using a variety of effective instructional strategies and resources to meet student needs<br>3c. Effectively uses and fades prompts to support students to promote independence<br>3d. Implements accommodations and modifications defined in the IEP<br>3e. Differentiate instruction to meet students' needs<br>3f. Instructional language is clear and concise for the individual learner | |
| **Mid-Year Rating (Circle One)** | **4- Highly Effective**<br>**3- Effective**<br>**2- Improvement Necessary**<br>**3-  Ineffective** |

| Domain 4: Assessment of and for Student Learning | Mid-Year Assessment of Domain 4 |
|---|---|
| 4a. Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning and student growth<br>4b. Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the individual student<br>4c. Gives constructive and frequent feedback to students on their learning<br>4d. Collects data related to student's IEP goals and objectives | |
| **Mid-Year Rating (Circle One)** | **4- Highly Effective**<br>**3- Effective**<br>**2- Improvement Necessary**<br>**4- Ineffective** |

| Domain 5: Learning Environment | Mid-Year Assessment of Domain 5 |
|---|---|
| 5a. Arranges the classroom to maximize learning while providing a safe structured environment while considering students' individual needs<br>5b. Establishes a student centered climate that promotes dignity and respect<br>5c. Uses visual supports including classroom and individual visual schedules to promote independence<br>5d. Multiple simultaneous activities occur that are supported by classroom layout<br>5e. Uses routines and procedures to promote a structured and predictable environment | |
| **Mid-Year Rating (Circle One)** | **4- Highly Effective**<br>**3- Effective**<br>**2- Improvement Necessary**<br>**5- Ineffective** |

| Domain 6: Professionalism | Mid-Year Assessment of Domain 6 |
|---|---|

| | |
|---|---|
| 6a. Collaborates and communicates effectively within the school community to promote inclusion and student success<br>6b. Adheres to federal and state laws, school policies, and ethical guidelines<br>6c. Works in a collegial and collaborative manner with administrators, related service personnel, paraprofessionals, therapy personnel, and the community<br>6d. Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress | |
| **Mid-Year Rating (Circle One)** | **4- Highly Effective**<br>**3- Effective**<br>**2- Improvement Necessary**<br>**6- Ineffective** |

# Teacher Evaluation Form 2

## Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

| Goal | Achieved? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

| Name | | | |
|---|---|---|---|
| **Grade Level** | | **Grade Level** | |
| **Date Developed** | | **Date Completed** | |
| Primary Evaluator Approval | | Primary Evaluator Signature | |
| Teacher Signature | | Teacher signature | |

# Teacher Evaluation Form 3

## Final Summative Rating

Dynamic Minds Academy

Teacher:

Age Group: _____ Date: _____

Summative Evaluator: _____

Note: This form should be completed based on information collected and assessed throughout the year.  Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of formal Observations: _____

Number of informal Observations: _____

### Domains 1-6 Weighted Scores

| Domain | Rating (1-4) | Weight | Weighted Rating |
|---|---|---|---|
| Domain 1- Professional Knowledge | | 10% | |
| Domain 2- Instructional Planning | | 10% | |
| Domain 3- Instructional Delivery | | 30% | |
| Domain 4- Assessment of and for Student Learning | | 20% | |
| Domain 5- Learning Environment | | 20% | |
| Domain 6: Professionalism | | 10% | |

| | |
|---|---|
| Sum of Weighted Scores | |
| **Final Teacher Effectiveness Rating** | |

## Final Summative Evaluation Score: _____

Per IC 20-28-11.5-4 (c)(6), teachers who have negatively affected student growth will receive a final summative rating no higher than "Improvement Necessary." If the growth measure is 1, the final Score may not be higher than a score of two (2).
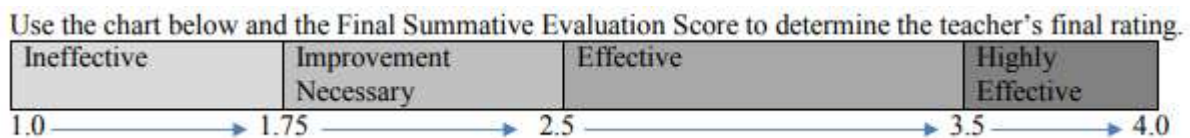
Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

| Ineffective | Improvement Necessary | Effective | Highly Effective |
|---|---|---|---|
| 1.0 → | 1.75 → | 2.5 → | 3.5 → 4.0 |

Note: Borderline points always round up.

**Final Summative Rating:**

◯ Ineffective          ◯ Improvement          ◯ Effective          ◯ Highly Effective
                           Necessary

**Teacher Signature**

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

Signature: _____          Date: _____

**Evaluator Signature:**

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

Signature: _____          Date: _____

# Teacher Effectiveness Rubric for Dynamic Minds Academy Teachers

## Domain 1: Professional Knowledge
*The teacher demonstrates an understanding of curriculum, subject content, and the developmental needs of students by providing relevant experiences.*

| Indicator | Highly Effective | Effective | Improvement Necessary | Ineffective | Where to Find Evidence |
|---|---|---|---|---|---|
| 1a. Demonstrates accurate knowledge of the learning behavior characteristics of the disabilities of the students with whom they work | Teacher consistently demonstrates knowledge of disabilities by addressing <u>all</u> core deficits (i.e., social, communication, sensory, and behavior) in instruction and daily routines <u>with all students on caseload. Teacher is a resource for other educators in this area.</u> | Teacher consistently demonstrates knowledge of disabilities and can address at least <u>two</u> core deficit areas (i.e., social, sensory, communication, and behavior) through instruction and daily routines in the educational setting. | Teacher demonstrates some knowledge of disabilities but may have difficulty addressing core deficits (i.e., social, sensory, communication, behavior) through instruction. | Teacher does not demonstrate knowledge of disabilities and does not address core deficits. | Lesson plans, teacher interview, classroom observation |
| 1b. Effectively addresses appropriate curriculum standards based on students' individual needs | Teacher consistently addresses student needs by implementing curriculum aligned with state standards, is socially relevant, and will support student growth <u>with all students on caseload. Teacher is a resource for other educators in this area.</u> | Teacher consistently addresses student needs by implementing curriculum that is aligned with state standards, is socially relevant, and will support student growth. | Teacher demonstrates knowledge of appropriate curriculum standards but is unable to implement them on a consistent daily basis. | Teacher does not demonstrate knowledge of appropriate curriculum standards. Does not base instruction on students' individual needs. | Lesson plans, teacher interview, classroom observation |

| Indicator | Highly Effective | Effective | Improvement Necessary | Ineffective | Where to Find Evidence |
|---|---|---|---|---|---|
| 1c. Bases instruction on goals that reflect high expectations and are based on students' IEPs | Teacher consistently provides rigorous instruction with high expectations of student growth, based on students' IEP goals and objectives <u>with all students on caseload.  Teacher is a resource for other educators in this area.</u> | Teacher consistently provides rigorous instruction with high expectations of student growth, based on students' IEP goals and objectives. | Teacher provides some rigorous instruction but does not base instruction on students' IEP goals and objectives. | Teacher does not provide rigorous instruction or does not base instruction on students' IEP goals and objectives. | Lesson plans, teacher interview, classroom observation |
| 1d. Understands the sensory needs of students and is knowledgeable about ways to proactively use sensory strategies | Teacher understands the sensory needs of students and consistently uses proactive <u>and varied</u> sensory strategies in the classroom for <u>all students on caseload.  Teacher models the use of sensory strategies for other staff working in the classroom.</u> | Teacher understands the sensory needs of students and consistently uses sensory strategies proactively in the classroom setting. | Teacher inconsistently uses proactive sensory strategies in the classroom setting. May also use sensory strategies reactively. | Teacher does not understand sensory needs of students. Teacher does not use sensory strategies or supports proactively | Lesson plans, sensory or behavior plan, student data, teacher interview, classroom observation |
| 1e. Demonstrates accurate knowledge of evidence-based teaching practices (reinforcement, prompting, visual schedules, antecedent based interventions, etc) | Teacher is consistently able to demonstrate knowledge of a variety of evidence-based practices specific to students and consistently implements these practices in the classroom setting <u>for all students on caseload. Teacher can individualize these practices based on students' needs. Teacher is a resource for other teachers in this area.</u> | Teacher has knowledge and is consistently able to implement a variety of evidence-based practices for students in the classroom setting. | Teacher may have knowledge of evidence-based practices for students but inconsistently implements these practices in the classroom setting. | Teacher does not demonstrate knowledge of evidence-based practices for students. | Lesson plans, student data, teacher interview, classroom observation |

## Domain 2: Instructional Planning
*The teacher plans using the Indiana State Standards, the school's curriculum, effective strategies, resources, and data that meet the needs of all students.*

| Indicator | Highly Effective | Effective | Improvement Necessary | Ineffective | Where to Find Evidence |
|---|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 2a. Uses students learning data to guide planning | Teacher consistently uses student performance data to guide daily and weekly planning. <u>Lesson plans are modified in the moment to meet student individual needs based on real-time data. Teacher is a resource for others in this area.</u> | Teacher consistently uses student performance data to guide daily and weekly planning. Lesson plans are modified on a weekly basis. | Teacher inconsistently uses student learning data to guide weekly planning. Lesson plans are modified on less than a weekly basis. | Teacher does not use student learning data to guide educational lesson planning. Lesson plans are not modified weekly | Lesson plans, student learning data, teacher interview, and observation |
| 2b. Aligns IEP goals and accommodations with instructional plans | Teacher consistently aligns IEP goals and accommodations with daily and weekly instructional plans <u>for all students on caseload. Teacher is a resource for others in this area.</u> | Teacher consistently aligns IEP goals and accommodations with daily and weekly instructional plans. | Teacher may align IEP goals and accommodations with instruction but is not able to implement these plans consistently in the classroom. | Teacher does not align IEP goals or accommodations with instructional plans. | Lesson plans, student learning data, teacher interview, and classroom observation. |
| 2c. Staff roles and responsibilities are clearly communicated with all team members (including instructional assistants and therapy staff) | There is ample evidence that the classroom teaching team has clear and differentiated roles and responsibilities. Each member of the team is able to communicate these responsibilities to an administrator. <u>The teacher takes the lead within their team to create staff classroom roles and responsibilities.</u> | There is ample evidence that the classroom teaching team has clear and differentiated roles and responsibilities. Each member of the team is able to communicate these responsibilities to an administrator. | There is some evidence that the teaching team has discussed roles and responsibilities. However, team members are not able to communicate these responsibilities to an administrator. | There is no evidence that the teaching team has discussed roles and responsibilities. | Classroom management plan, classroom team interview, classroom observation. |
| 2d. Aligns instructional plans to the State Standards and school curriculum | Teacher consistently aligns Indiana State Standards and school curriculum with daily and weekly instructional plans <u>for all students on caseload and groups on schedule.</u> | Teacher consistently aligns Indiana State Standards and school curriculum with daily and weekly instructional plans. | Teacher attempts, but has difficulty, aligning Indiana State Standards and school curriculum with daily and weekly instructional plans. | Teacher is unable to align Indiana State Standards and school curriculum with daily and weekly instructional plans. | Classroom lesson plans, teacher interview, and classroom observation. |

## Domain 3: Instructional Delivery
*The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

| Indicator | Highly Effective | Effective | Improvement Necessary | Ineffective | Where to Find Evidence |
|---|---|---|---|---|---|
| 3a. Engages and maintains students in active learning | All students are consistently engaged in academic related tasks that are appropriate for their instructional level. Any breaks are closely monitored so they are not too long but give appropriate time for students. | Students are consistently working on assigned tasks without excessive breaks. Assigned tasks are appropriate for students' instructional levels. | Most students are working on assigned tasks that are mostly appropriate to their instructional level. Some students may take excessive breaks at times. | Students are off task or have little to work on, instructional is too far above or below their instructional level. Students tend to take excessive breaks and may have more break time than actual work time. | Observation, lesson plans |
| 3b. Promotes independence by using a variety of effective instructional strategies and resources to meet student needs | Teacher consistently uses a variety of effective instructional strategies and resources that are based on individual student needs that promote student growth and independence for all students on caseload. | Teacher consistently uses a variety of effective instructional strategies and resources that are based on individual student needs that promote student growth and independence. | Teacher uses few effective instructional strategies and resources that may or may not be based on individual student needs. | Teacher uses few or no effective instructional strategies and resources and these are not based on the individual needs of the student. | Observation, Lesson Plans |
| 3c. Effectively uses and fades prompts to support students to promote independence | Teacher has a systematic plan for using prompts to encourage student success, especially on new or difficult skills. There is a systematic plan for fading prompts to promote independence. Teacher is able to effectively execute an I Do, We Do, and You Do in each lesson. | Teacher systematically uses prompts to encourage student success, especially on new or difficult skills. Prompts are faded as student shows success and independence. | Teacher uses prompts, though not always systematically, to promote success. Prompts are not always effectively faded and prompt dependence or over-prompting occurs. | Prompts are not used effectively or are used minimally. Prompts that are used are not faded and prompt dependence or over-prompting is common. | Observation, prompting procedures, interview |
| 3d. Implements accommodations and modifications defined in the IEP | Accommodations and modifications are consistently implemented as dictated by the IEP and data are collected on the effectiveness of the | Accommodations and modifications are consistently implemented as dictated by the IEP. | Accommodations and modifications are usually implemented as dictated by the IEP. | Accommodations and modifications are not implemented as dictated by the IEP. | IEP, observation, teacher interview |

| Indicator | Highly Effective | Effective | Improvement Necessary | Ineffective | Where to Find Evidence |
|---|---|---|---|---|---|
| | accommodations and modifications. | | | | |
| 3e. Differentiate instruction to meet students' needs | Instruction is consistently planned to include different teaching methods, different materials, and student choice to meet students' needs. Evidence of the utilization of UDL is observable. | Instruction is consistently planned to include different teaching methods and different materials to meet students' needs. | Instruction is inconsistently planned to include different teaching methods and different materials to meet students' needs. | Instruction is planned to be uniform for all students and may not meet students' needs. | Observation, lesson plans, teacher interview |
| 3f. Instructional language is clear and concise for the individual learner | Instructional language is consistently given in a manner that is understandable to the student and is supplemented by visual supports for all students on caseload. | Instructional language is consistently given in a manner that is understandable to the student and may be supplemented by visual supports. | Instructional language is sometimes given in a manner that is understandable to the student. | Instructional language is often given in a manner that is confusing or too difficult for the student. | Observation |

## Domain 4: Assessment of and for Student Learning

*The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

| Indicator | Highly Effective | Effective | Improvement Necessary | Ineffective | Where to Find Evidence |
|---|---|---|---|---|---|
| 4a. Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning and student growth | Teacher identifies and describes results of pre-assessment data. There is a clear link between pre-assessment data and how lesson plans are differentiated. Teacher has a clear and systematic method for collecting data on student learning. | Teacher can consistently identify pre-assessment data and describe the results. Lesson plans consistently describe how instruction is differentiated based on that data. Teacher has evidence of how | Teacher can identify preassessment data. Lesson plans show evidence of some differentiation but this may not be linked to pre-assessment data. Little to no evidence of documentation on learning and student growth exists. | Teacher cannot identify preassessment data. Lesson plans are not differentiated. There is no evidence of how learning and student growth is documented. | Lesson plans, data collection system |

| | | learning is documented. | | | |
|---|---|---|---|---|---|
| 4b. Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the individual student | Teacher consistently uses more than two assessments and/or instruments that are valid and appropriate for the content to assess student growth. Teacher creates assessments that are individualized to the student when necessary. | Teacher consistently uses at least two assessments and/or instruments that are valid and appropriate for the content to assess student growth. | Teacher uses one assessment strategy or instrument that is valid and appropriate for the content to assess student growth. Teacher may inconsistently use a second strategy or instrument. | Teacher does not use valid assessment strategies and instruments or strategies and instruments used are not valid or appropriate for the content or student. | Assessments used |
| 4c. Gives constructive and frequent feedback to students on their learning | Teacher has multiple ways to provide positive feedback to students (more than daily) about their learning and multiple ways to provide constructive and specific corrective feedback to promote learning. | Teacher provides positive feedback to students daily about their learning and provides constructive and corrective feedback to promote learning. | Teacher provides positive feedback to students less than daily but more than once per week about their learning and provides constructive and corrective feedback to promote learning. | Teacher provides inconsistent feedback to students about their learning and/or feedback is not positive and constructive. | Observation, assessments used |
| 4d. Collects data related to student's IEP goals and objectives | Teacher collects data related to student's IEP goals and objectives more than once per quarter. | Teacher collects data related to student's IEP goals and objectives at least once per quarter. | Teacher collects data related to student's IEP goals and objectives less than once per quarter. | Teacher does not collect data on student's IEP goals and objectives. | Data collection system |

## Domain 5: Learning Environment
*The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

| Indicator | Highly Effective | Effective | Improvement Necessary | Ineffective | Where to Find Evidence |
|---|---|---|---|---|---|
| 5a. Arranges the classroom to maximize learning while providing a safe structured environment while | Students can be seen and monitored for safety by adults in the classroom at all times. Classroom is completely free of clutter. Individual needs of all | Students can be seen and monitored for safety by adults in the classroom at all times. Classroom | Students can mostly be seen and monitored for safety by adults in the classroom. Classroom is cluttered. Individual | Students cannot be seen or monitored for safety in multiple areas of the room. Classroom is | Observation in classroom |

| considering students' individual needs | students are met through classroom layout. The classroom layout promotes independence of the students and there are separate areas designated for different instructional purposes. <u>Teacher is a resource for others in this area.</u> | is mostly free of clutter. Individual needs of all students are met through classroom layout. Examples may include independent workstations, group work areas, and consideration of distractions, among others. | needs are not considered for all students. | cluttered and unorganized. Individual needs are not considered for the students | |
|---|---|---|---|---|---|
| 5b. Establishes a student centered climate that promotes dignity and respect | Teacher consistently uses positive language including person first language when talking about students. Teacher uses activities that promote independence for the student. Concerns about the students are handled privately away from other students. Confidentiality and dignity are maintained. <u>There is a mutual respect between the teacher and his/her students.</u> | Teacher consistently uses positive language including person first language when talking about students. Teacher uses activities that promote independence for the student. Concerns about the students are handled privately away from other students. Confidentiality and dignity are maintained. | Teacher uses mostly positive language including person first language. Teacher uses some activities that promote independence for the student. Concerns about the students are mostly handled privately away from other students. Confidentiality and dignity are mostly maintained. | Teacher uses little if any positive language when talking about students. Teacher uses few or no activities that promote independence for the student. Concerns about the students are not handled privately away from other students. Confidentiality and dignity are not always maintained. | Observation |
| 5c. Uses visual supports including classroom and individual visual schedules to promote independence | Visual supports such as visual schedules or other visual cues based on student need are available in the classroom. Visual supports are individualized to the student and are used <u>consistently</u>. Students <u>consistently</u> have access to visual supports. Students are | Visual supports such as visual schedules or other visual cues based on student need are available in the classroom. Students have access to visual supports. Students | Visual supports such as visual schedules or other visual cues are available in the classroom. Student are not consistently taught how to use visual supports. | Visual supports such as visual schedules or other visual cues are not present in the classroom or individually. | Visual supports, observation |

| | | | | | |
|---|---|---|---|---|---|
| | taught to use visual supports in the classroom to promote independence. | are taught to use the visual supports to the classroom to promote independence. | | | |
| 5d. Multiple simultaneous activities occur that are supported by classroom layout | All students are consistently actively engaged in productive tasks in the classroom. The teacher supports multiple instructional groups simultaneously including individual, small group, and/or large group instruction. Students consistently have little down time and any down time is appropriately structured. | Most students are consistently actively engaged in productive tasks in the classroom. The teacher supports multiple instructional groups simultaneously including individual, small group, and/or large group instruction. Students consistently have little down time. | Some or few students are actively engaged in productive tasks in the classroom. The teacher uses multiple instructional groupings including individual, small group, and/or large group instruction on an inconsistent basis. Students have more down time than needed. | Few or no students are actively engaged in productive tasks in the classroom. The teacher uses one instructional grouping such as individual, small group, and/or large group instruction. Students have more down time than needed. | Observation |
| 5e. Uses routines and procedures to promote a structured and predictable environment | Routines and procedures are evident for multiple tasks during the day. Routines and procedures are taught to students and practiced until they are mastered. Routines and procedures are used to promote independence. Routines and procedures are supported with visual supports. | Routines and procedures are evident for multiple tasks during the day. Routines and procedures are taught to students and practiced until they are mastered. Routines and procedures are used to promote independence. | Routines and procedures are evident for at least two tasks during the day. Routines and procedures are inconsistently taught to students and/or are inconsistently practiced. | Routines and procedures are evident for less than two tasks during the day. Routines and procedures are not taught to students and are not practiced. | Observation |

## Domain 6: Professionalism

*The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*

| Indicator | Highly Effective | Effective | Improvement Necessary | Ineffective | Where to Find Evidence |
|---|---|---|---|---|---|
| 6a. Collaborates and communicates effectively within the school community to promote inclusion and student success | Teacher proactively collaborates with other teachers and support staff for the students on his/her caseload. Teachers consistently plan together at least once per week, share resources on a regular basis, and engage in long term planning to promote successful inclusion of students and student success. Collaborative planning to focus on instructional strategies, accommodation/ modifications, promoting independence, increasing communication and social skills, and data analysis, among other appropriate topics. | Teacher consistently collaborates with other teachers and support staff for the students on his/her caseload. Teachers consistently plan together at least once per week, share resources on a regular basis, and engage in long term planning to promote successful inclusion of students and student success. Collaborative planning to focus on instructional strategies, accommodation/modifications, promoting independence, increasing communication and social skills, and data analysis, among other appropriate topics. | Teacher inconsistently communicates with other teachers and support staff about the needs of the students on his/ her caseload. Teachers plan together one time per month and share some resources in order to promote greater inclusion of students and student success. Collaborative planning to include items such as scheduling, content, and accommodation/ modifications. | Teacher infrequently communicates with other teachers and support staff about the needs of the students on his/her caseload. Teachers do not plan together on a regular basis. | Observation, collaboration logs, teacher and team interviews |
| 6b. Adheres to federal and state laws, school policies, and ethical guidelines | Teacher adheres to federal and state laws, school policies, and ethical guidelines on a consistent basis. Teacher asks the appropriate personnel questions about unknown issues related to any laws, policies, or guidelines. Teacher is a resource for others in this area. | Teacher adheres to federal and state laws, school policies, and ethical guidelines on a consistent basis. Teacher asks the appropriate personnel questions about unknown issues related to any laws, policies, or guidelines. | Teacher inconsistently adheres to federal and state laws, school policies, and ethical guidelines or is late in adhering to such requirements and guidelines. Teacher is inconsistent about asking the appropriate personnel questions about unknown issues related to any laws, policies, or guidelines. | Teacher does not adhere to federal and state laws, school policies, and ethical guidelines on a consistent basis. | Observation, personnel file, IEPs, progress notes, student files, teacher interviews |

| | | | | |
|---|---|---|---|---|
| 6c. Works in a collegial and collaborative manner with administrators, related service personnel, paraprofessionals, therapy personnel, and the community | Teacher consistently and proactively collaborates with others in the school and community and often leads collaborative efforts. Teacher has a positive attitude about collaborating with others and frequently offers support to others. | Teacher consistently collaborates with others in the school and community both when required and as a voluntary activity. Teacher has a positive attitude about collaborating with others. Teacher offers support to others. | Teacher inconsistently collaborates with others in the school and community or does so only when it is required. Teacher usually has a positive attitude about collaborating with others. | Teacher does not collaborate with others in the school and community. Teacher has a negative attitude about collaborating with others. | Observation, teacher interview |
| 6d. Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress | Teacher communicates with parents on a consistent basis in a mutually agreeable format such as phone calls, letters home, and/or e-mails. Teacher communicates students' progress to parents in a timely manner and shared positive feedback with parents. Communication with parents is authentic and individualized for all students. | Teacher communicates with parents on a consistent basis in a mutually agreeable format such as phone calls, letters home, and/or e-mails. Teacher communicates students' progress to parents in a timely manner and shares positive feedback with parents. | Teacher communicates with parents on an inconsistent basis or in a format decided upon by the teacher without regard to parent preference such as phone calls, letters home, and/or e-mails. Teacher sometimes communicates students' progress to parents though not always in a timely manner and shares some positive feedback with parents. | Teacher does not communicate with parents on a consistent basis or in a mutually agreeable format such as phone calls, letters home, and/or e-mails taking into consideration parents' preferences. Teacher does not communicate students' progress to parents in a timely manner and feedback is typically negative when it is shared. | Parent contact log, copies of notes home, observation |
| 6e. Fulfills all professional responsibilities by assigned deadlines (i.e. report cards, IEPs, progress reports, lesson plan submission, etc.) | Teacher completes all professional responsibilities ahead of assigned deadlines and is a resource for others in this area. | Teacher completes 90% to 100% of professional responsibilities by the assigned deadlines. | Teacher completes between 50% to 90% of professional responsibilities by the assigned deadlines. | Teacher completes less than 50% of professional responsibilities by the assigned deadlines. | Observation, emails, submission dates |

# Instructional Assistant Evaluation Form

Employee Name: _____

Evaluator Name: _____

Date: _____

Position/Role: _____

To earn the .25 raise, IA must receive 75% effective score (12 out of 17).

## Professional Responsibilities

| Area | Effective | Needs Improvement | Comments |
|---|---|---|---|
| Provides consistent support and expectations for students | ☐ | ☐ | |
| Completes tasks and responsibilities without frequent reminders | ☐ | ☐ | |
| Communicates proactively with team and admin | ☐ | ☐ | |
| Accurately and promptly completes documentation (Behavior Data,BPRs, IRs) | ☐ | ☐ | |
| Supports a predictable and safe environment for students | ☐ | ☐ | |

## Behavioral and Instructional Practice

| Area | Effective | Needs Improvement | Comments |
|---|---|---|---|
| Follows therapeutic model of behavior intervention | ☐ | ☐ | |

| | Effective | Needs Improvement | Comments |
|---|---|---|---|
| Uses antecedent strategies to prevent behaviors | ☐ | ☐ | |
| Interacts with students respectfully and appropriately | ☐ | ☐ | |
| Responds appropriately to student behaviors (verbal and physical) | ☐ | ☐ | |
| Maintains student dignity at all times | ☐ | ☐ | |
| Demonstrates concern for the health and welfare of students | ☐ | ☐ | |

## Professionalism and Collaboration

| Area | Effective | Needs Improvement | Comments |
|---|---|---|---|
| Adheres to the mission/vision of the school (Integrity) | ☐ | ☐ | |
| Collaborate effectively with THS | ☐ | ☐ | |

## Attendance Expectations (Respecting PTO Use)

| Area | Effective | Needs Improvement | Comments |
|---|---|---|---|
| Consistently present during scheduled work hours (excluding approved PTO, holidays, or authorized absences) | ☐ | ☐ | |
| Requests PTO in advance and communicates emergency absences promptly | ☐ | ☐ | |
| Ensures coverage or communicates plans when absent. | ☐ | ☐ | |

## Overall Comments:

_____

_____

_____

_____

_____


Evaluator Signature:

_____

Date:

 _____


Employee Signature (for review acknowledgement):

 _____

 Date:

 _____

Dynamic Minds Academy

Administrator Performance Evaluation Plan

2025-2026

# Indiana Principal Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day—teachers. Indiana is committed to effectively supporting teachers and to ensuring the success of every student. Doing so requires that every school in the state is led by effective principals, as these school leaders have a tremendous impact on both teacher effectiveness and student learning. To support those principals it is important to have effective district level administrators as well as effective assistant principals.

As a starting point for increasing administrator and instructional coach effectiveness, we need fair, credible and accurate annual evaluations to differentiate performance and to support professional growth. With the help of educators throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Regardless of model or system, evaluations must:

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

## Performance Level Ratings

Each administrator and instructional coach will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* administrator consistently exceeds expectations. This is an administrator who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the highly effective principal's school, on aggregate, have generally exceeded expectations for academic growth and achievement.
- **Effective:** An *effective* administrator consistently meets expectations. This is an administrator who has consistently met expectations, as determined by a trained
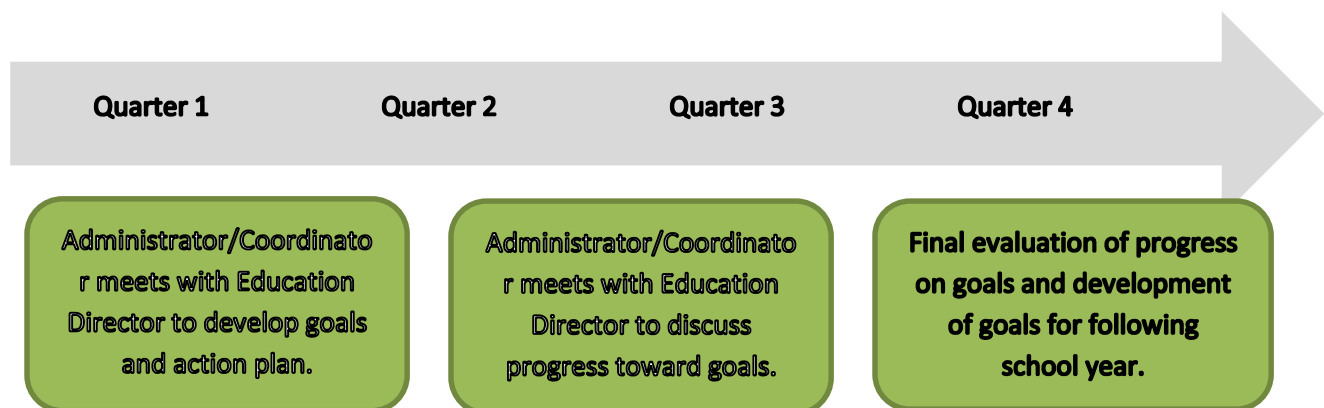
evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the effective principal's school, on aggregate, have generally achieved an acceptable rate of academic growth and achievement.

- **Improvement Necessary:** An administrator who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is an administrator who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. On aggregate, the students in the school of a principal rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement.
- **Ineffective**: An *ineffective* administrator consistently fails to meet expectations. This is an administrator who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the ineffective principal's school, on aggregate, have generally achieved unacceptable levels of academic growth and achievement.

## Timeline for Evaluation Process

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

**Figure 1: Administrator and Coordinator Evaluation Timeline**

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|---|

| Administrator/Coordinator meets with Education Director to develop goals and action plan. | Administrator/Coordinator meets with Education Director to discuss progress toward goals. | Final evaluation of progress on goals and development of goals for following school year. |
|---|---|---|

The Education Director, Associate Education Director, Special Education Coordinator, and College and Career Coordinator will develop goals and an action plan for the coming school year.  A Mid-year conference and Summative End-of-the-year conference will be held to review and agree upon final evaluation scores.  The Associate Education Director, Special Education Coordinator, and College and Career Coordinator will meet with the Education Director to

review progress.  The Education Director will complete review progress on goals through a mid-year and a summative evaluation conference held with members of the board.

All administrators and coordinators will utilize the Goal Action Plan Template.

## Domain 1: Human Capital Manager – The Education Director uses the role of human capital manager to drive improvements in building staff effectiveness and student achievement.

| | Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 1.1 | **Recruitment, retention, and promotion of all certified and classified personnel.** | Education Director has provided evidence of a clearly developed plan and implementation to promote, recruit and retain certified and classified personnel. | The Education Director has articulated a plan to promote, recruit, and retain certified and classified staff, but has not fully produced clear evidence of a developed plan. | The Education Director has expressed an intention to produce a plan to promote, recruit and retain certified and classified personnel. | The Education Director has neither articulated or produced a plan to promote, recruit and retain certified and classified staff. |
| 1.2 | **The Education Director creates professional development system for all personnel.** | The Education Director clearly articulates a plan for professional development and support for personnel and shows evidence of the implementation and success of the plan. | The Education Director clearly articulates a plan for professional development and support for personnel but lacks some evidence of full implementation and success. | The Education Director is aware of the need for a professional development plan, but there is little evidence of a clearly established plan and implementation. | The professional development plan is typically "one size fits all," and there is no evidence of a plan to address specific personnel needs. |
| 1.3 | **The Education Director identifies and mentors emerging leaders to assume key leadership responsibilities.** | The Education Director has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities. | The Education Director has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role. | The Education Director has identified the need for leadership mentorship but has provided minimal evidence of any training to an emerging school leader. | There is no evidence of an effort to develop any leadership skills in others. |
| 1.4 | **The Education Director evaluates all certified staff at least once per school year.** | The Education Director meets all the criteria for level 3 and monitors the use of time and procedures to consistently improve the evaluation process. | The Education Director prioritizes and applies teacher evaluations by managing time to ensure accurate evaluation of all certified staff; using evaluations to differentiate the performance of staff as evidenced by an alignment between results and building-level performance; following processes and procedures as outlined in the school evaluation plan. | The Education Director prioritizes and applies certified evaluations by failing to manage the time/resources necessary to ensure the accurate evaluation of every certified staff member; using certified evaluations to partially differentiate the performance of staff; following most processes and procedures outlined in the school evaluation plan. | Education Director does not prioritize and apply certified evaluations by failing to manage the time/resources necessary to ensure the accurate evaluation of every certified staff member; rarely or never uses the evaluation to differentiate performance; fails to follow all processes and procedures outlined in the school evaluation plan. |

## Domain 2: Instructional Leadership – The Education Director 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.

| | Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.1 | **The Education Director demonstrates the use of student achievement data to make instructional leadership decisions.** | The Education Director can consistently document examples of decisions throughout the corporation that have been made based on data analysis and consistently articulates improvements or needs for improvement based on those decisions. | The Education Director can document many examples of decisions throughout the corporation that have been made based on data analysis and usually but not consistently articulates improvements or needs for improvement based on those decisions. | The Education Director can document some examples of decisions throughout the corporation that have been made based on data analysis and occasionally articulates improvements or needs for improvement based on those decisions. | The Education Director rarely shows evidence that he/she utilizes data to make decisions throughout the corporation and rarely articulates improvements or needs for improvement based on those decisions. |
| 2.2 | **The Education Director demonstrates evidence of student improvement through student achievement results.** | A consistent record of improved student achievement exists on multiple indicators of student success that meet or exceed performance goals. | The Education Director reaches the targeted performance goals for student achievement but cannot show evidence of exceeding performance goals. | Some evidence of improvement exists, but in general, there is insufficient evidence of meeting student achievement goals. | The Education Director takes no responsibility for the data outcomes and has not taken decisive action to improve student achievement. |

| | Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 2.3 | **The Education Director actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.** | The Education Director presents a clear plan that is being implemented to engage stakeholders and use their feedback to inform student achievement decisions. | The Education Director frequently seeks input from various stakeholders but cannot articulate a plan for continuous engagement. | The Education Director rarely seeks input from various stakeholders in matters related to the improvement in student achievement. | The Education Director seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation. |
| 2.4 | **The Education Director supports the school-wide vision and/or mission.** | The Education Director meets all the criteria for level 3 and defines long, medium, and short-term application of the vision and/or mission; frequently revisiting and discussing goals aligned to the vision and/or mission; cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to outer stakeholder groups. | The Education Director supports a school-wide vision and/or mission by developing specific measurable, ambitious, rigorous, and timely goals related to the vision and/or mission; ensuring all key decisions are aligned to the vision and/or mission; cultivating commitment to or ownership of the school's vision and/or mission by the majority of stakeholders as evidenced by consistent communication of the vision and/or mission. | The Education Director supports a school-wide vision and/or mission by developing specific measurable, ambitious, rigorous, and timely goals related to the vision and/or mission; makes significant decisions that do not align to vision and/or mission; cultivating commitment to or ownership of the vision and/or mission that encapsulates some but not all stakeholders. | The Education Director does not support the school-wide vision and/or mission by failing apply the mission/vision to decisions and failing to cultivate commitment to or ownership of the vision and/or mission, as evidenced by lack of stakeholder awareness. |

**Domain 3: Building Relationships –The Education Director builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.**

| | Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 3.1 | **The Education Director actively engages in communication with parents and community.** | The Education Director has identified key stakeholders and regularly participates in meetings and other activities to gain valuable input.<br><br>The Education Director also regularly updates the board on engagement with key stakeholders and works collaboratively with the board and administration to identifiy strategic use for their input. | The Education Director has identified key stakeholders and often participates in meetings and other activities to gain valuable input.<br><br>The Education Director does update the board on engagement with key stakeholders but could work more collaboratively with the board and administration to identifiy strategic use for their input. | The superintenent needs to identify key stakeholders and participate in meetings and other activities to gain valuable input.<br><br>The Education Director occasionally updates the board on engagement with stakeholders but lacks a collaborative approach to identify strategic use for their input. | The Education Director fails to engage with key steakholders and fails to gain valuable input.<br><br>The Education Director fails to update the board on engagement with stakeholders and shows no inclination for collaboration. |
| 3.2 | **The Education Director seeks and maintains partnerships with community businesses and agencies** | The Education Director identifies, develops, and maintains partnerships with community businesses and agencies and uses those partnerships strategically to enhance student support, and achievement. | The Education Director identifies, develops, and maintains partnerships with community corprotations and agencies but lacks a strategic direction to fully implement those to enhance student support and achievement. | The Education Director has attempted to develop partnerthips with community corprotations and agencies but lacks evidence of their use and purpose to enhance student support and achievement. | The Education Director does not seek partnerships with community corprotations and agencies nor a strategic plan for their use. |
| 3.3 | **The Education Director keeps the school board informed on issues, needs, and the overall operations of the school corporation.** | The Education Director communicates with all school board members routinely, using a variety of methods to ensure all board members have the same information. | The Education Director communicates with all school board members, but information is inconsistent, and some members have more information than others. | The Education Director only communicates with selected school board members, not the entire board. | The Education Director has minimal communication with the school board outside of meetings. |
| 3.4 | **The Education Director encourages open communication and dialogue with school board members.** | The Education Director has created a culture where input and feedback from all school board members is both sought and encouraged at all times. | The Education Director has created a culture that is not consistently open to input and feedback from all school board members. | The Education Director only seeks input and feedback from select school board members. | The Education Director rarely seeks input from the school board and makes decisions unilaterally. |

| 3.5 | The Education Director provides the school board with a written agenda and background material before each board meeting. | The Education Director works with the board president to create an agenda that prioritizes items related to student achievement and corporation goals.<br><br>Complete and thorough background material is provided so that the board is able to make an informed decision at the public meeting. | The Education Director is reluctant to collaborate with the board president to create the agenda and is less likely to focus on student achievement and corporation goals.<br><br>Adequate background material is provided to allow the board to make an informed decision, but it could be more complete. | The Education Director creates an agenda without board collaboration that occasionally includes items related to student achievement and corporation goals.<br><br>Limited background material is provided, which limits the board's ability to make an informed decision. | The Education Director creates an agenda without board input that lacks a focus on student achievement and corporation goals.<br><br>The Education Director provides insufficient background material, so the board is unable to make an informed decision. |

**Domain 4: Organizational, Operational, and Resource Management** – The Education Director leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

| | Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|---|---|---|---|---|---|
| 4.1 | The Education Director provides responsible fiscal stewardship. | The Education Director works collaboratively with his/her administrative team to maintain a fiscally sound financial budget, monitor expenditures and reallocate savings to help the corporation achieve its strategic priorities.<br><br>The Education Director always seeks opportunities to increase fiscal resources that align with the district's priorities, e.g., grants, donations, and community resources. | The Education Director maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.<br><br>The Education Director frequently seeks opportunities to increase fiscal resources that align with the district's priorities, e.g., grants, donations, and community resources. | The Education Director lacks proficiency in budgetary practices to focus resources on strategic priorities.<br><br>The Education Director ocasionally seeks opportunities to increase fiscal resources that align with the district's priorities, e.g., grants, donations, and community resources. | The Education Director lacks proficiency in budgetary practices to focus resources on strategic priorities.<br><br>The Education Director rarely seeks opportunities to increase fiscal resources that align with the district's priorities, e.g., grants, donations, and community resources. |
| 4.2 | The Education Director demonstrates compliance with legal requirements. | The Education Director demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements. | The Education Director demonstrates an awareness of the legal standards and board policy requirements of the school corporation but does not consistently adhere to those standards and requirements. | The Education Director has limited knowledge of legal standards and/or board policy requirements, and does not show that he/she adheres to those standards and requirements. | The Education Director has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements. |
| 4.3 | The Education Director uses qualitative and quantitative data to align resource allocation to the student achievement goals of the district. | Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions.<br><br>Numerous examples of resource allocation aligned to the district's goals can be found. | Data is frequently used to align resources to student achievement goals of the district.<br><br>Some examples of resource allocation aligned to the district's goals can be found. | Data is ocasionally used to align resources to student achievement goals of the district.<br><br>There are few examples of resource allocation aligned to the district's goals. | Data is rarely used to align resources to student achievement goals of the district.<br><br>There are rare examples of resource allocation aligned with the district's goals. |

# Education Director Evaluation Form 2025-2026

Name: _____          Date: _____

Evaluator(s): _____

Note: This form should be completed based on information collected via observation and evidence submission.  Evaluators should complete this form and make a copy for the Education Director to discuss results during the biannual evaluation.

**Weighted Scores**

| Domain | Rating (1-4) | Weight | Weighted Rating |
|---|---|---|---|
| Domain 1- Human Capital Manager | | 20% | |
| Domain 2- Instructional Leadership | | 20% | |
| Domain 3- Building Relationships | | 20% | |
| Domain 4- Organizational, Operational, and Resource Management | | 20% | |
| Progress toward Strategic Goals | | 20% | |
| Sum of Weighted Scores | | | |
| **Final Effectiveness Rating** | | | |
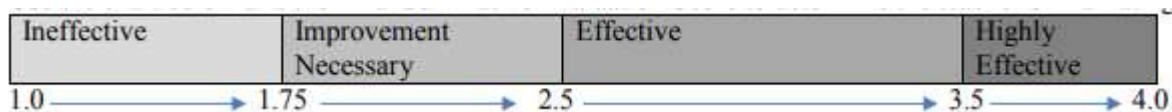
## Final Summative Evaluation Score: _____



Note: Borderline points always round up.

**Final Summative Rating:**

○ Ineffective          ○ Improvement Necessary          ○ Effective          ○ Highly Effective

**Education Director Signature**

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

Signature: _____     Date: _____

**Evaluator Signature:**

I have met with the Education Director to discuss the information on this form and provided a copy.

Signature: _____     Date: _____