

Bluffton-Harrison Metropolitan School District

Assistant Principal Effectiveness Rubric

June 2015



Source: Bluffton-Harrison Metropolitan School District
Adopted: April 8, 2013
Revised: May 18, 2015

Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1 Mission & Vision					
1.1.1	Contributes to the achievement of the mission & vision	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Catalyzes commitment to and vigorous pursuit of the school's vision & mission 	The assistant principal: <ul style="list-style-type: none"> Working through complex issues in ways that energize stakeholder commitment Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives Translates the vision and mission into daily school practices 	The assistant principal: <ul style="list-style-type: none"> Contributes individual capabilities to achieve essential objectives Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent 	The assistant principal: <ul style="list-style-type: none"> Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision Exhibits actions or behaviors that negatively affect stakeholder commitment
1.1.2	Assists the principal in hiring, developing and retaining effective teachers	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Provides the student management and/or instructional support necessary to develop and retain effective early career teachers 	The assistant principal: <ul style="list-style-type: none"> Bases hiring recommendations primarily on the teacher's level of effectiveness Takes specific actions to facilitate the development and retention of effective staff members Aligns personnel recommendations with the vision and mission of the school 	The assistant principal: <ul style="list-style-type: none"> Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations Takes action steps that have a limited effective on the development and/or retention of effective teachers Occasionally aligns the school's vision/mission to hiring recommendations 	The assistant principal: <ul style="list-style-type: none"> Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations Fails to take consistent steps to facilitate the development and/or retention of effective teachers Fails to align hiring recommendations to the mission and vision of the school

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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1.2 Human Capital Management					
1.2.1	Observes professional practice	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented Differentiates the number of observations based on observed levels of teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> Examines prior performance and student achievement data to inform observations and walkthroughs Accurately categorizes observed instructional practice Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal 	The assistant principal: <ul style="list-style-type: none"> Frequently categorizes instructional practice inaccurately Conducts the minimum number of required observations, despite observed deficiencies in professional practice Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal 	The assistant principal: <ul style="list-style-type: none"> Fails to conduct an adequate number of observations Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
1.2.2	Provides actionable feedback	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Models desired actions or schedules opportunities for the teacher to learn from other teachers 	The assistant principal: <ul style="list-style-type: none"> Develops bite-sized action plans focused on the highest leverage teacher actions Provides a clear directions for how to do the most important tasks well Frequently follows up to ensure feedback is implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions Leaves implementation of feedback to chance by failing to consistently follow-up 	The assistant principal: <ul style="list-style-type: none"> Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether Fails to develop action plans with teachers
1.2.3	Monitors student performance	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Develop teachers' collective ability to positively impact student learning Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs 	The assistant principal: <ul style="list-style-type: none"> Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps Collaboratively develops concrete action steps aligned with student and teacher needs Frequently follows up to ensure action plans are implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers Allows teachers to establish action steps that lack clarity or alignment to performance data Fails to frequently follow up to ensure proper implementation 	The assistant principal: <ul style="list-style-type: none"> Primarily analyzes data only after statewide achievement tests are complete Fails to identify action steps that are aligned with interim or classroom assessment data
1.2.4	Demonstrates commitment to improve teacher performance	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Identifies and facilitates opportunities for teachers to share best practices Demonstrates the ability to increase the teachers effectiveness 	The assistant principal: <ul style="list-style-type: none"> Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors Facilitates frequent 1:1 assistance 	The assistant principal: <ul style="list-style-type: none"> Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors Provides individual assistant/coaching that is 	The assistant principal: <ul style="list-style-type: none"> Disregards the need for individualized assistance/coaching Provides limited opportunities for teachers to engage in professional learning

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		as evidenced by positive gains in student achievement	or coaching to ensure proper implementation of new instructional strategies	infrequent	
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Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Talent Review					
1.3.1	Assists the principal with the evaluation of teachers	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning 	The assistant principal: <ul style="list-style-type: none"> – Ensures all evaluation processes and expectations are transparent and clear – Allocates necessary time and resources to complete thorough, accurate and defensible evaluations – Demonstrates the ability to identify individual teacher strengths and weaknesses – Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers 	The assistant principal: <ul style="list-style-type: none"> – Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated – Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation – Incorporates limited student data and evidence of teacher practice in evaluation ratings

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Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.1 Professional Leadership					
2.1.1	Effectively communicates	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals – Maintains high visibility, accessibility, and establishes strong lines of communication 	The assistant principal: <ul style="list-style-type: none"> – Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns – Uses appropriate communication methods and media – Maintains appropriate visibility and accessibility to staff 	The assistant principal: <ul style="list-style-type: none"> – Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness – Responds in an inconsistent manner to resolve expressed concerns 	The assistant principal: <ul style="list-style-type: none"> – Fails to keep appropriate audiences informed – Uses methods of communication that ineffective or inappropriate for the circumstance/audience
2.1.2	Reflects on practice and continually learns	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Promotes a culture of self-reflection and continuous improvement – Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement 	The assistant principal: <ul style="list-style-type: none"> – Expresses willingness to learn and openly acknowledges areas for growth – Learns from personal experiences and the actions/insights of others – Establishes priorities and achieves action plans focused on high-leverage leadership competencies 	The assistant principal: <ul style="list-style-type: none"> – Expresses willingness to learn from others, but is reluctant to admit own short-comings – Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps. 	The assistant principal: <ul style="list-style-type: none"> – Resists changes to personal or leadership behaviors – Fails to consistently achieve professional growth goals as outlined in professional growth plan
2.1.3	Demonstrates resiliency and persistence	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Engages staff and self in a continuous pursuit of professional growth and school improvement – Anticipates problems and Confronts and solves problems that had yet to be successfully addressed 	The assistant principal: <ul style="list-style-type: none"> – Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals – Identifies action steps and leverages available resources to confront difficult problems 	The assistant principal: <ul style="list-style-type: none"> – Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals 	The assistant principal: <ul style="list-style-type: none"> – Reacts with visible frustration to challenging problems or setbacks – Easily loses focus on improving student achievement

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2.1.4	Monitors time and task management	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Prioritizes being an instructional leader above all else – Is a model of punctuality and timeliness in discharging his/her professional responsibilities 	The assistant principal: <ul style="list-style-type: none"> – Consistently allocates the time and resources necessary to achieve ambitious goals – Spends time on high leverage activities – Delegates applicable responsibilities to other staff and helps them achieve success in these activities 	The assistant principal: <ul style="list-style-type: none"> – Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions – Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities. 	The assistant principal: <ul style="list-style-type: none"> – Rarely protects time for instructional leadership priorities – Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.2 School Leadership					
2.2.1	Maintains a culture of excellence	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Instills the daily habits necessary to create a culture of excellence – Is unwavering in maintaining high expectations for everyone 	The assistant principal: <ul style="list-style-type: none"> – Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning – Provides students and staff the support, time, and structures necessary to be successful – Celebrates the accomplishments of others and proactively resolves performance issues 	The assistant principal: <ul style="list-style-type: none"> – Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture – Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected 	The assistant principal: <ul style="list-style-type: none"> – Fails to take the initiative to identify and recognize the accomplishments of others – Consistently ignores staff or student performance issues
2.2.2	Enhances teacher collaboration	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement 	The assistant principal: <ul style="list-style-type: none"> – Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school – Holds collaborating teams accountable for achieving desired results 	The assistant principal: <ul style="list-style-type: none"> – Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards 	The assistant principal: <ul style="list-style-type: none"> – Fails to provide teacher teams the support and/or resources necessary for to achieve desired results – Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving
2.2.3	Supports a universal code of conduct	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	The assistant principal: <ul style="list-style-type: none"> – Coaches a culture of excellence through repeated practice and modeling of desired behaviors – Consistently and fairly applies positive and negative consequences for behavior 	The assistant principal: <ul style="list-style-type: none"> – Supports the maintenance of routines, procedures, and policies; but is primarily reactive – Fails to consistently apply either positive and/or negative consequences for behavior 	The assistant principal: <ul style="list-style-type: none"> – Sends inconsistent messages about school policy – Tolerates discipline violations and allows positive student and staff behavior to go unrecognized

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			<ul style="list-style-type: none"> – Promotes a predictable, safe learning environment through consistency of actions 		
2.2.4	Engage families and the community in student learning	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children’s education 	The assistant principal: <ul style="list-style-type: none"> – Fosters partnerships with families, community agencies and/or the corporate sector – Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs – Assists the principal in securing cooperation from family and community members to support school improvement initiatives 	The assistant principal: <ul style="list-style-type: none"> – Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning – Inconsistently engages established parents 	The assistant principal: <ul style="list-style-type: none"> – Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

Domain 3: Professional Development, Instructional Leadership & School Culture

Source: Bluffton-Harrison Metropolitan School District
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Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.1 Professional Development					
3.1.1	Oversees school-wide professional development	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Leverages teacher leaders to provide differentiated professional development opportunities based on individual need – Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement 	The assistant principal: <ul style="list-style-type: none"> – Uses student performance data and teacher evaluation results to develop a systemic plan for professional development – Assists the principal in providing teachers and administrative team members differentiated professional development opportunities – Monitors the impact of professional development on student learning and teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results – Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Fails to provide regular professional development opportunities aligned to the staff's learning needs
3.1.2	Builds productive professional learning communities	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement 	The assistant principal: <ul style="list-style-type: none"> – Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations – Assists teams in establishing priorities and developing ambitious and measurable goals – Provides each team with the resources/support necessary for them to achieve their goals 	The assistant principal: <ul style="list-style-type: none"> – Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations – Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability – Provides inconsistent support to teams 	The assistant principal: <ul style="list-style-type: none"> – Places little emphasis on team composition – Fails to hold teams accountable for establishing clear goals – Provides little or no support to teams

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3.1.3	Addresses teachers rated ineffective or improvement necessary	In addition to Level 3, the assistant principal – Proactively assists teachers with achieving the goals outlined in the teacher’s remediation plan	The assistant principal: – Assists the principal with the development of a remediation plan for teachers that ○ Focuses on highest leverage teacher actions ○ Includes measurable goals and action steps ○ Contains a timeline and system to monitor implementation ○ Outlines consequences for failure to improve performance – Provides tools and the assistance/coaching necessary to improve performance – Where appropriate, recommends termination of underperforming teachers using performance-based evidence	The assistant principal: – Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance – Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions	The assistant principal: – Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy
3.1.4	Assists the principal with talent & leadership development	In addition to Level 3, the assistant principal: – Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance	The assistant principal: – Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers – Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles – Provides meaningful support to emerging leaders in new teacher leadership roles	The assistant principal: – Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success	The assistant principal: – Bases talent management decisions on personal preference rather than available data or demonstrated ability – Fails to provide meaningful support to emerging leaders

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.2 Student Culture, Management, and Support Services				

Source: Bluffton-Harrison Metropolitan School District
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3.2.1	Implements effective school policies	In addition to Level 3, the assistant principal: – Institutes operational procedures designed and managed to maximize opportunities for successful student learning	The assistant principal: – Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner – Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem – Develops all stakeholders’ understanding of school policies and their consequences	The assistant principal: – Establishes and implements school policies, processes, and routines, but enforcement is inconsistent – Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance – Develops student and staff understanding of school policies and their consequences	The assistant principal: – Inadequately develops stakeholders understanding of school policies and/or consequences – Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school – Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner
3.2.2	Monitors school culture	In addition to Level 3, the assistant principal: – Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices	The assistant principal: – Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of interventions – Uses the data to engage stakeholders in a process of continuous improvement	The assistant principal: – Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement	The assistant principal: – Rarely uses data to evaluate effectiveness of interventions
3.2.3	Enhances a positive school culture	In addition to Level 3, the assistant principal: – Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy – Demonstrates the ability to positively impact student achievement and culture	The assistant principal: – Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times – Challenges low expectations and holds all persons accountable for observing agreed upon procedures – Assists teachers with the implementation of effective classroom management plans	The assistant principal: – Consistently applies positive and negative consequences for behavior – Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior	The assistant principal: – Inconsistently implements the student code of conduct – Allows irresponsible student behavior
3.2.4	Provides effective supervision	In addition to Level 3, the assistant principal: – Volunteers to assist at school events and or functions to which he/she is not directly assigned	The assistant principal: – Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students – Maintains high visibility at all supervisory functions and is	The assistant principal: – Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students – Maintains high visibility at all supervisory functions and is	The assistant principal: – Rarely engages with students, parents, and or community members – Fails to maintain high visibility at supervisory functions

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			proactive in engaging in positive conversation with both students and parents	proactive in engaging in positive conversation with both students and parents	
3.2.5	Supports student services	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Ensures all students have access to educational opportunities/services that meet their learning needs Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met Collaborates with service agencies in the community to support student needs that require interventions or additional supports 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports 	<p>The assistant principal:</p> <ul style="list-style-type: none"> Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) Fails to ensure the social, emotional, academic, and behavioral needs of each student are met Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

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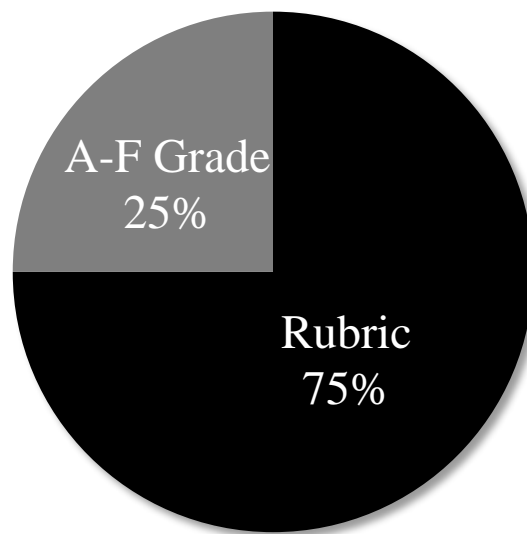
Assistant Principal Evaluation Metrics

June 2015



BHMSD Assistant Principal Evaluation Metrics

75% Leadership Outcomes, 25% A-F Grade



LEADERSHIP OUTCOMES (75%):

BHMSD Assistant Principal Effectiveness Rubric (75%): This score is obtained from the evaluation rating from the BHMSD Assistant Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 75% of the assistant principal's comprehensive rating.

STUDENT LEARNING DATA (25%):

A-F Accountability Grade (25%): The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the IDOE to include in the evaluation. It is weighted 25% of the assistant principal's comprehensive rating.

COMPUTING THE SCORE:

	Raw Score	x	Weight	Score
Rubric Rating			0.75	
A-F Accountability Grade (DOE)			0.25	
			Comprehensive Effectiveness Rating	

SCALE:

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

Note: Borderline points always round up

EVALUATION OF CLASSIFIED EMPLOYEE PERFORMANCE

Effective evaluation of classified employees is one of the keys to the successful operation of the school district. As is the case with certified staff, the focus of the evaluation program shall be placed on improved performance and growth of the classified employee. Each classified employee shall be evaluated at least once annually by his/her supervisor identified in the employee's job description. Frequent communication between the employee and the supervisor is essential to the process.

A. Time Sequence for Classified Employee Evaluation Process

1. By the end of September each classified employee will have an initial meeting with his/her supervisor, at which the purpose and format of the process will be discussed. Job descriptions will be reviewed and specific goals set.
2. By the end of the employee's service days, supervisors will have completed an evaluation form and conducted a meeting with each employee to discuss the employee's performance and the supervisor's recommendations.
3. Recommendations will be reviewed by building principals, modified if appropriate, and submitted to the superintendent.
4. Any recommendations for punitive action, including nonrenewal, will be discussed with the Board of School Trustees prior to any final action. The following legal resources will be utilized prior to any final recommendation for punitive action.
 - a. The school attorney.
 - b. Indiana School Boards Association attorneys.
 - c. The ISBA Discharge Manual.
 - d. The most current publication of Indiana School Laws and Rules.

B. Definitions of Evaluation Classifications

1. **Highly Effective:** The employee's overall performance consistently exceeds expectations.

Source: Bluffton-Harrison Metropolitan School District
Adopted: April 11, 1985
Revised: October 9, 1986, June 26, 2000, February 10, 2020

2. Effective: The employee performs satisfactorily and often exceeds expectations.
3. Improvement Necessary: The employee performs below satisfactory level in one or more areas. The employee often needs direction from his/her supervisor.
4. Ineffective: The employee is unable to deal with the expectations for his/her assignment and frequently fails to respond to directions from his/her supervisor.

The requirement for one annual evaluation is a minimal requirement. If a supervisor evaluates an employee as ineffective in any of the evaluation categories, more frequent evaluations may be scheduled.

The BHMSD Bus Driver evaluation tool utilizes the following:

1. Meets Expectations
2. Improvement Necessary
3. Below Expectations

These categories best meet the needs of the transportation department.

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