

SUPERINTENDENT EVALUATION SYSTEM

Introduction

The Michigan Revised School Code requires the Boards of School Districts and Intermediate School Districts to annually evaluate their Superintendents. This Superintendent Performance Evaluation Tool evaluates a Superintendent's performance across six Components: (1) Visionary Leadership; (2) Policy and Governance; (3) Instructional Leadership; (4) Communication and Community Relations; (5) Organizational Management; and (6) Professionalism and Ethics. There is an optional seventh component discussed further below.

These Components reflect the expectation that an effective Superintendent is a competent manager and instructional leader who continuously develops in those roles by constantly seeking to acquire new knowledge and skills. In addition, effective Superintendents are expected to exercise good professional judgment and to use these Components to inform and improve their own practice.

Instructions

1. The Superintendent and Board should meet to discuss to determine which, if any, additional factors will be considered by the Board in evaluating the Superintendent on his or her year-end evaluation.
2. When the Board is prepared to evaluate the Superintendent, a copy of the Superintendent Evaluation packet should be provided to each Board member. Each Board member should follow these instructions:
 - a. For each Component in the Performance Evaluation Tool, read the introduction and performance indicators. These indicators are intended to provide objective examples of the characteristics and/or actions an effective Superintendent would exhibit with respect to this Component.
 - b. Determine a rating for your Superintendent with respect to each Component. Circle the rating you have chosen (highly effective, effective, minimally effective or ineffective).
 - c. Provide comments in support of your rating. These comments will be helpful during the Board discussion when the Superintendent's overall evaluation rating is determined. The comments may include specific examples of actions or behavior, general thoughts or impressions, or feedback from parents, students, or staff.
 - d. To the extent you have the information necessary to do so, rate the Superintendent on the Student Growth and Assessment portion of the evaluation. Provide comments in support of your ratings.
 - e. Submit your individual forms to the Board President. The individual forms will be used by the Board President to facilitate the discussion about the Superintendent's performance during the Board meeting; the forms should not be retained following the meeting. While the Board's final evaluation of the Superintendent is subject to disclosure under the Freedom of Information Act, the forms used by individual Board members are not. See MCL 15.243(1)(m).

3. At the meeting at which the Superintendent evaluation is scheduled to be discussed, the Superintendent may request a closed session for the purpose of considering his or her evaluation. The Superintendent may remain present.
4. During the open or closed meeting, the Board President should facilitate a conversation about the Superintendent's performance, using the individual Board members' evaluation forms as guidance.
5. The Board should reach a consensus with respect to a rating for each Component and on the student growth and assessment portion of the evaluation. The Board should then follow the instructions herein to determine an overall rating for the Superintendent's evaluation.
6. The Board should adopt a final overall evaluation rating. Even if the meeting is held in closed session, the Board's decision to adopt an overall evaluation rating must be made in open session. See MCL 15.263. The Board President may wish to include comments that represent a consensus of the Board.

COMPONENT 1: VISIONARY LEADERSHIP

As the District's educational leader, the Superintendent must articulate a strong vision for continuous improvement throughout the School District. This standard evaluates the Superintendent's focus on shaping the District's culture of teaching and learning and setting high expectations for students and staff.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission.
- 1.2 Creates and implements plans to achieve the District's vision and goals.
- 1.3 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1.4 Promotes continuous and sustainable improvement.
- 1.5 Monitors and evaluates progress and revises plans as needed.

Highly Effective

- Articulates a clear and coherent vision for the District through words and actions
- Exhibits the disposition of a learner, practices and applies new learning to further the mission of the District and the vision of the District
- Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision
- The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the District.

Effective

- Clearly communicates the District's vision to others in both writing and speech.
- Works to create alignment within actions, staffing and resources designed to engage stakeholders in the vision.

- Exhibits the disposition of a learner, practices and applies new learning to further the mission of the District and the vision of the District.
- The District vision is focused on student learning.

Minimally Effective

- References the District vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.
- Is occasionally engaged in learning and sometimes incorporates new ideas to support the vision.

Ineffective

- Little or no evidence exists of a District vision implemented in the work of the District.
- Actions, staffing and resources have little connection to a vision.
- It is difficult to know what the District stands for.

COMPONENT 2: POLICY AND GOVERNANCE

The Superintendent has a critical role in promoting effective shared governance. This standard evaluates the Superintendent's ability to foster a strong partnership with the Board of Education by engaging in effective two-way communication around a set of mutually agreed-upon expectations. It also evaluates the Superintendent's ability to act in accordance with Board Policies, regulations, and the law, and to understand the system of public school governance.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 2.1 Builds trusting, collaborative, and respectful relationships with Board members.
- 2.2 Assists the Board of Education in developing policies and establishes regulations to implement the policies.
- 2.3 Understands the system of public school governance and differentiates between policy-making and administrative roles.
- 2.4 Understands and complies with state and federal laws and mandates, District Policies, collective bargaining agreements, and ethical guidelines.

Highly Effective

- Develops an exemplary system of policy consideration and revision.
- The District takes pride in the equitable enforcement of District Policies, particularly Board Policies and Administrative Regulations.
- Proactively and effectively engages the Board in the work of advancing organizational goals.

Effective

- Fully engaged in policy work.
- Appropriately and equitably enforces policies.
- Demonstrates reasonable value of a healthy working relationship with the Board.
- Effectively engages the Board in the work of advancing organizational goals.

Minimally Effective

- Engages minimally in policy work.

- Unevenly or inequitably applies District Policies.
- Occasionally demonstrates behavior indicating a value of a healthy working relationship with the Board.
- Sometimes engages the Board in the work of advancing organizational goals.

Ineffective

- Not engaged in work related to policies and does not enforce District policies.
- Behavior indicates a lack of value in a healthy working relationship with the Board.
- Does not engage the Board in the work of advancing organizational goals.

COMPONENT 3: INSTRUCTIONAL LEADERSHIP

The Superintendent must articulate a vision of what highly effective instruction looks like and must ensure that the system is aligned to engage every student in great instruction every day. This standard evaluates the Superintendent's skills as the education leader of the District responsible for using best practices to continuously improve and drive the instructional program and to constantly focus the organization on teaching and learning.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 3.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations.
- 3.2 Creates a comprehensive, rigorous and coherent curricular program.
- 3.3 Creates a personalized and motivating learning environment for students.
- 3.4 Develops assessment and accountability systems to monitor student progress and the impact of instruction.
- 3.5 Develops the instructional and leadership capacity of staff.
- 3.6 Establishes an effective professional development system for staff that is aligned with their responsibilities for teaching and learning.
- 3.7 Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in the Superintendent's own practice.

Highly Effective

- Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.
- Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.
- Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the District.
- Uses data about teaching practice to guide specific improvement efforts.

Effective

- Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching.
- Actively developing the expertise to influence and mobilize action among teachers within the complex culture of the District and wider professional community.
- Teachers are observed and given face-to-face feedback by an administrator based on the observation.

Minimally Effective

- Participates in professional development based on feedback and student performance data.
- Participation in District-led professional development is inconsistent.
- Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.

Ineffective

- A shared understanding of instruction is not evident in the district.
- Professional development is infrequent and is not connected to student or staff performance data.
- A year-long plan for professional development of the District does not exist or is inadequate.
- There are no or few effective teacher planning teams.
- There is no consistent system in place for teacher observation and feedback.

COMPONENT 4: COMMUNICATION AND COMMUNITY RELATIONS

The Superintendent is a key voice for the District and sets the stage for open communication by requesting and responding to community feedback. This standard evaluates the Superintendent's ability to communicate effectively with the broader community, including staff, students, and parents/guardians, and to actively engage the community in productive partnerships. It also focuses on the Superintendent's advocacy on behalf of the District with other government and community officials.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 4.1 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments).
- 4.2 Collaborates with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.
- 4.3 Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the District.
- 4.4 Understands the role of media in shaping and forming opinions and engages the media to promote the District's interests.

Highly Effective

- Communicates key information to stakeholders in an appropriate and timely manner.
- Alert to potential issues; predicts and shares possibilities with School Board in advance.
- Constituent groups report a positive relationship with District leadership.
- Has influence in the District and beyond in supporting student learning.

Effective

- Keeps staff, students and parents informed on a regular basis.
- Communication with individuals and groups is seen as clear and effective.
- The majority of staff and students identify positively with District leadership.
- Works as a member of a District team to positively influence education decisions.

Minimally Effective

- Advocates for some students and families.
- Stakeholders frequently feel out-of-the-loop.
- Many staff members do not feel positive about District leadership.
- Staff and students do not feel stimulated to do their best work.

Ineffective

- Ineffective in communication with staff, parents and students.
- Staff and students feel undermined by the lack of leadership in the school.
- Not aware of the undercurrents with staff or the District environment.

COMPONENT 5: ORGANIZATIONAL MANAGEMENT

As Chief Executive Officer, the Superintendent is responsible for the management of the District's resources while providing a successful learning environment for students and a productive workplace for staff. This standard evaluates the Superintendent's success in managing the District's resources in an efficient, effective, and transparent manner that demonstrates prudent fiscal stewardship and an ability to adapt to emerging challenges.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 5.1 Obtains, allocates, aligns, and efficiently uses human, fiscal and technological resources.
- 5.2 Monitors and evaluates the management of operational systems.
- 5.3 Makes sound fiscal decisions, in line with the District's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.
- 5.4 Promotes and protects the welfare and safety of students and staff.

Highly Effective

- Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning.
- Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance.
- Students and staff hold each other accountable for high quality performance.
- Develops and manages a budget that maximizes the learning goals of the District.
- Supportive partnerships are developed and managed to enhance learning experiences.

Effective

- Establishes a clear set of operating procedures for effective operation of the district.
- Discipline of students is handled fairly and consequences are used to maximize student learning.
- Students and staff are held accountable for their performance and conduct.
- The annual budget is adhered to with approved variances.

Minimally Effective

- Expectations for staff and students are inconsistent and not well known.
- The daily operating procedures are occasionally followed but are frequently changed.
- The budget does not support the District's priorities and budget category limits are not always followed.

Ineffective

- Management of the operations of the District is poor or non-existent.
- The District is disorderly, disorganized and there is a feeling that the district is “out-of-control.”
- Budget guidelines are not adhered to and/or the budget is not related to a vision for the District.

COMPONENT 6: PROFESSIONALISM AND ETHICS

The Superintendent is held to the highest ethical standards of conduct and is expected to require the same of District staff. This standard evaluates the Superintendent’s conduct to ensure that the Superintendent acts professionally and consistently with the core values, tenets, mission and vision of the District and models this conduct for District employees.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 6.1 Ensures a system of accountability for every student’s academic and social success.
- 6.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior.
- 6.3 Safeguards the values of democracy, equity and diversity.
- 6.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Highly Effective

- Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.
- Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.
- Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.
- Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.

Effective

- Treats students and staff fairly and shows respect at all times.
- Is grounded in shared District values for how to do the work of leadership and learning.
- Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.
- Demonstrates self- awareness and uses reflection to improve practice.

Minimally Effective

- Actions and intentions are not always clear and transparent.
- Fairness to staff and students is frequently raised as an issue.
- Reflects on practice but does not always implement changes from that learning.

Ineffective

- Actions and intention are not always grounded in shared District values.
- Has demonstrated inconsistent or unethical behavior and does not always stand by their word.
- Is not self-aware and does not reflect on their practice.

COMPONENT 7: STATUTORY FACTORS (OPTIONAL)

It is the intent of the evaluation tool to cover all major components of a Superintendent's job duties, including the below- listed statutory components. However, each School District varies and it is impossible to anticipate the unique characteristics in each District. This Component gives the Superintendent and Board the opportunity to jointly agree upon other factors to be considered in the Superintendent's evaluation. These factors could include:

- (i) If the school administrator conducts teacher performance evaluations, the school administrator's proficiency in using the evaluation tool for teachers used by the school district, intermediate school district, or public school academy under section 1249. If the school administrator designates another person to conduct teacher performance evaluations, the evaluation of the school administrator on this factor shall be based on the designee's proficiency in using the evaluation tool for teachers used by the school district, intermediate school district, or public school academy under section 1249, with the designee's performance to be counted as if it were the school administrator personally conducting the teacher performance evaluations.
- (ii) The progress made by the school or school district in meeting the goals set forth in the school's school improvement plan or the school district's school improvement plans.
- (iii) Pupil attendance in the school or school district.
- (iii) Student, parent, and teacher feedback, as available, and other information considered pertinent by the superintendent or other school administrator conducting the performance evaluation or the board or board of directors.¹
- (v) Goal Achievement: Goals should be specific, measurable, attainable, realistic, and timely.

STUDENT GROWTH AND ASSESSMENT DATA

Pursuant to Michigan's Revised School Code, during the 2016-2017 and 2017-2018 school years, 25% of a Superintendent's annual evaluation must be based on student growth and assessment data. The Revised School Code provides that the "student growth and assessment data to be used for the school administrator annual evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations . . . for the entire school district or intermediate school district."²

During the 2016-2017 school year, a teacher's student growth and assessment data must be based on multiple measures, which may include student learning objectives, achievement of individualized education program ("IEP") goals, national or local-assessments, research-based growth measures, or alternative assessments. Often, teachers and administrators agree at the beginning of the school year to the student growth and/or achievement goals by which the teacher will be rated.

Student Growth and Assessment Rating for Teachers:

The aggregate student growth and assessment data that are used in teacher annual year-end evaluations for the entire school district or intermediate school district found the District's teachers achieved the following average student growth and assessment rating (circle one):

- Highly Effective

- Effective
- Minimally Effective
- Ineffective

Student Growth and Assessment Rating for Superintendent:

The Superintendent's student growth and assessment rating is consistent with the teachers' rating and is therefore: (circle one):

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

DEVELOPING A FINAL RATING

1. The Superintendent's overall evaluation rating is based on two categories:
 - a. The Superintendent's rating by the Board on the performance evaluation tool; and
 - b. The Superintendent's rating on student growth and assessment.
2. Circle the rating determined by the Board for each of these categories:

Performance Evaluation Tool:

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Student Growth and Assessment:

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

3. The Superintendent's overall evaluation rating is calculated by first converting the performance evaluation tool and student growth and assessment ratings into numerical values. Each rating has the following numerical values:

<u>Rating</u>	<u>Numerical Score</u>
Highly Effective	4
Effective	3
Minimally Effective	2
Ineffective	1

4. The Superintendent's overall evaluation rating is comprised of 75% of the performance evaluation tool rating and 25% of the student growth and assessment rating. Follow the steps below to determine your Superintendent's final rating:

Performance Evaluation Tool:
Rating (Numerical Score) X 7.5 =

Student Growth and Assessment:
Rating (Numerical Score) X 2.5 =

= Sum of above two numbers:

Find your sum in the range below to determine the Superintendent's overall evaluation rating.

Highly Effective: 35-40
Effective: 25-34
Minimally Effective: 15-24
Ineffective: 10-14

FINAL OVERALL EVALUATION RATING

Overall Evaluation Rating (Circle One):

Highly Effective
Effective
Minimally Effective
Ineffective

The Board, having reached a consensus on an overall evaluation rating at an open or closed meeting (the Board may meet in closed session at the request of the Superintendent), should adopt the overall evaluation rating at an open meeting.