



# ***SUPERINTENDENT***

## ***EVALUATION INSTRUMENT***

## Introduction

The Revised School Code requires school boards to evaluate their superintendent's job performance annually as part of a comprehensive performance evaluation system that takes into account student growth and assessment data. MASB is pleased to provide this superintendent evaluation instrument based on the requirements of the Revised School Code. The instrument provides school districts a straightforward option for superintendent evaluation. It may be used alone or in conjunction with a facilitated evaluation.

## Professional Standards for Educational Leaders

This evaluation instrument is based in part on two bodies of research: *The Professional Standards for Educational Leaders*, which were reviewed and published by the National Policy Board for Educational Administration in 2015 and *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* which was conducted by Mid-continent Research for Education and Learning (McREL) in 2006. For detailed information on the research base, please consult the appendixes of this document.

## Requirements, Process, Timeline and Resources

Please consult the appendixes of this document for considerable supplementary information and guidance on superintendent evaluation.

## Scoring

MASB recommends scoring on the rubric be limited to whole numbers (1, 2, 3) and half numbers (1.5, 2.5). Scoring in lesser increments undermines the reliability of the evaluation instrument.

## Training

The Revised School Code requires Board of Education members to receive training on the evaluation instrument to be used for the superintendent and rater reliability training. Training must also be provided to the superintendent regarding the measures used in the evaluation system and how each measure will be used.

## Posting Requirements

Districts must post comprehensive information on their websites in regards to the evaluation instrument being used. For details in regards to the MASB Superintendent Evaluation instrument's posting requirements, please visit [masb.org/postingrequirements](https://www.masb.org/postingrequirements).

## Who to Contact

Topic	Contact	
Superintendent Evaluation	517.327.5928	<a href="mailto:search@masb.org">search@masb.org</a>
Training on Superintendent Evaluation	517.327.5904	<a href="mailto:leadershipservices@masb.org">leadershipservices@masb.org</a>
Legal Questions	517.327.5929	<a href="mailto:legal@masb.org">legal@masb.org</a>
Facilitated Evaluation	517.327.5904	<a href="mailto:leadershipservices@masb.org">leadershipservices@masb.org</a>

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## A. Governance & Board Relations

		Needing Support (1 pt)	Developing (2 pt)
<b>A1</b>	<b>Policy Involvement</b> Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.
<b>A2</b>	<b>Goal Development</b> Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.
<b>A3</b>	<b>Information</b> Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.
<b>A4</b>	<b>Materials and Background</b> Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.
<b>A5</b>	<b>Board Questions</b> Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.
<b>A6</b>	<b>Board Development</b> Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.

Artifacts that may serve as evidence of performance in this domain:

- Meeting agendas/minutes
- Board packets
- Board development materials
- Memos/communications
- Board policies, policy book

## A. Governance & Board Relations. continued

If a performance goal has been established related to one of the performance indicators above, write it in the space below.

- Board development plan
- Communication protocols
- Policy review calendar

**Performance Indicator:**

**Goal:**

**Inform the Board by Board updates, committee meetings and phone calls as needed. Also make sure reports.**

Category rating should be reflected within the performance indicator.

**Comments by Board of Education:**



**Weight: 20%**

<b>Effective (3 pt)</b>	<b>Rating</b>
Is actively involved in the development, recommendation and administration of district policies.	<b>3</b>
Facilitates the development of short-term goals for the district and reports goal progress to board. Provides the necessary financial strategies to meet those goals. Budget practices help to ensure alignment of resources to goals.	<b>3</b>
Has established mutually agreed upon protocols that consistently keeps all board members informed with appropriate information as needed so the Board may perform its responsibilities.	<b>3</b>
Meeting materials are provided with adequate background and historical perspective included. Recommendations are well thought out.	<b>3</b>
Board questions are addressed with follow-up to all board members.	<b>3</b>
Actively encourages board development by providing board members with information regarding board development opportunities when they arise. Ensures funding is available and aligned to board development plan.	<b>2.5</b>
<b>Category rating: 2.916667</b>	

**Weight: 20%**

t below:

<b>Directors keep the Board informed through Board</b>

<b>Comments by the Superintendent:</b>
Inform the Board by Board updates, committee meetings and phone calls as needed. Also make sure Directors keep the Board informed through Board reports.





## B. Stakeholder Relations

		Needing Support (1 pt)	Developing (2 pt)
B1	<b>Constituent District Feedback</b> Professional Standards for Educational Leaders: 1, 8	Does not seek or accept input from or engage constituent district representatives in planning or goal setting.	Accepts suggestions and input from constituent district representatives but fails to seek it. Does not engage constituent district representatives in district-wide planning or goal setting.
B2	<b>Communication With Community/Region</b> Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't engage. Is not proactive with communication.
B3	<b>Community/Regional Input</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage businesses, governmental, regional agencies, or civic groups in goal setting.	Accepts suggestions and input but does not seek it. Does not engage businesses, governmental, regional agencies, or civic groups in district-wide goal setting.
B4	<b>Media Relations</b> Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.
B5	<b>District/Regional Image</b> Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district/region. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district/region. Speaks adequately in public.
B6	<b>Approachability</b> Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community or region.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community or region.

**Artifacts that may serve as evidence of performance in this domain:**

- Third party survey data
- School accreditation survey data
- Meeting invitations, agendas
- Press releases
- News clips/interviews
- Community meeting agendas

## B. Stakeholder Relations. continued

If a performance goal has been established related to one of the performance indicators above, write it below.

- Strategic planning agenda(s)
- Communications
- Service club membership(s)

Performance Indicator:	Goal:
Evidence: Member of Kiwanis, Rotary and Optimist, Roscommon EDC Board, RCTA Board, MASA Vice President	

Category rating should be reflected within the performance indicator.

### Comments by Board of Education:



## Weight: 15%

Effective (3 pt)	Rating
Readily accepts constituent district representatives input and engages constituent district representatives in district-wide planning and goal setting.	3
Actively seeks two-way communication with community, business, regional agencies, and civic groups as appropriate.	3
Seeks input, creates methods to actively engage businesses, governmental, regional agencies, or civic groups in decision-making as well as setting and supporting district-wide goals.	3
Actively engages the media to promote the district and provide timely and effective information.	3
Projects a positive image at all times and is a champion for the district/region. Knowledgeable and speaks well for the district/region.	3
Is consistently visible at a variety of events and is approachable by members of the community and region.	3
Category rating: 3	

**Weight: 15%**

elow:

esident,CEAC chair, Member WDB Board, attend AEOC

**Comments by the Superintendent:**

This is an area I focus a lot of work in I firmly believe in being a part of the community and being connecttd as a public servant.



## C. Staff Relations

		Needing Support (1 pt)	Developing (2 pt)
<b>C1</b>	<b>Staff Input</b> Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.
<b>C2</b>	<b>Staff Communications</b> Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.
<b>C3</b>	<b>Personnel Matters</b> Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.
<b>C4</b>	<b>Delegation of Duties</b> Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.
<b>C5</b>	<b>Recruitment</b> Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.
<b>C6</b>	<b>Labor Relations (Bargaining)</b> Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.
<b>C7</b>	<b>Visibility</b> Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits ISD programs or participates in ISD activities.	Visits ISD programs and participates in ISD activities occasionally.



**Artifacts that may serve as evidence of performance in this domain:**

- Third-party survey data
- School accreditation survey data
- Hiring process documentation
- Personnel policies and procedures
- Recruitment calendar
- Staff leadership development plan
- Negotiations documentation
- School visit calendar
- Communications
- Staff meeting agendas/minutes

**C. Staff Relations- continued**

If a performance goal has been established related to one of the performance indicators above, write i

Performance Indicator:	Goal:
Evidence: New talent management system, Red Rover app, Meet with union leadership as regular as personnel issues, frequently visit classrooms and build when able.	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:



**Weight: 15%**

<b>Effective (3 pt)</b>	<b>Rating</b>
Actively seeks staff input and engages staff in goal setting and decision-making.	<b>2.5</b>
Consistently keeps staff informed of important matters.	<b>2.5</b>
Personnel matters are handled with consistency, fairness, discretion, and impartiality. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	<b>3</b>
Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	<b>3</b>
A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	<b>3</b>
Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	<b>3</b>
Regular, purposeful visits to ISD programs and participation in ISD activities are a priority.	<b>3</b>
<b>Category rating: 2.857142857</b>	

**Weight: 15%**

t below:

possible, work with HR and supervisors when we have

**Comments by the Superintendent:**

All staff know that I am available as needed and if there is a issue or concern it will be communicated to all for their information and understanding.



## D. Business & Finance

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
D1	<b>Budget Development and Management</b> Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data while also planning for long-range needs. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	3
D2	<b>Budget Reports</b> Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc.) as agreed upon by governance team.	3
D3	<b>Financial Controls</b> Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	3
D4	<b>Fixed Asset Management</b> Professional Standards for Educational Leaders: 5, 9	Management plans for fixed assets are not created. Maintenance and replacement is only performed when absolutely needed.	Fixed asset needs are discussed internally, but no plan(s) is created. Replacement and maintenance needs are addressed on an as-needed basis.	Plans for fixed asset management, replacement and routine maintenance are in place. These plans include future growth, upgrades, and secure funding.	3
D5	<b>Resource Allocation</b> Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	3
D6	<b>Operations &amp; management,</b>	Does not seek to explore, provide or	Accepts requests from constituent districts	Seeks opportunities and creates options for	3
Category rating:					3

Artifacts that may serve as evidence of performance in this domain:

- Strategic plan
- Auditor's report
- District budget
- Budget-related communications

## D. Business & Finance, continued

Weight: 20%

- Election results that impact funding of facilities
- Evidence of budgetary alignment to district-wide goals

If a performance goal has been established related to one of the performance indicators above, write it below:

<ul style="list-style-type: none"> <li>• Grants received/applied for</li> </ul>	
<b>Performance Indicator:</b>	<b>Goal:</b>
<ul style="list-style-type: none"> <li>• Policies/procedures related to fund management</li> <li>• Long-term financial forecast data</li> </ul>	
<b>Evidence: Finance committee meetings, construction projects, planning with a five outlook, amending budgets and understanding them.</b>	
<ul style="list-style-type: none"> <li>• Facilities maintenance plan</li> <li>• Facilities management plan</li> </ul>	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:
	<p>I continue to watch closely the finances of the district and make sure the Board is informed as to where we are and what we need to do to get the district goals done.</p>

## E. Instructional Leadership

		Needing Support (1 pt)	Developing (2 pt)
<b>E1</b>	<b>Performance Evaluation System</b> Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.
<b>E2</b>	<b>ISD Staff Development</b> Professional Standards for Educational Leaders: 6, 10	Staff development is rarely provided for ISD staff and is not aligned to developmental goals.	Staff development programs are offered based upon available opportunities without alignment to developmental goals.
<b>E3</b>	<b>Constituent District Staff Development</b> Professional Standards for Educational Leaders: 6, 10	Staff development is rarely provided for constituent district employees and is not aligned to developmental goals.	Staff development is offered for constituent district employees based upon available opportunities without alignment to developmental goals.
<b>E4</b>	<b>School Improvement</b> Professional Standards for Educational Leaders: 6, 9, 10	School improvement (MICIP) efforts are limited. There is no comprehensive plan in place.	School improvement plans (MICIP) are in place at the building level but lack district-wide coordination.
<b>E5</b>	<b>Curriculum</b> Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers of ISD programs are allowed to define their own curriculum.
<b>E6</b>	<b>Instruction</b> Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.



<b>E7</b>	<b>Student Voice</b> Professional Standards for Educational Leaders: 3, 5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.
<b>E8</b>	<b>Support for Students Enrolled in ISD Programs</b> Professional Standards for Educational Leaders: 3, 5	Few and inconsistent supports are in place for students enrolled in ISD programs.	Limited supports are in place for students enrolled in ISD programs and those supports lack coherence.

## E. Instructional Leadership, continued

		Needing Support (1 pt)	Developing (2 pt)
E9	<b>Assistance to Constituent Districts Related to Systems of Support for Students</b> Professional Standards for Educational Leaders: 3, 5	Few and inconsistent supports are in place for students enrolled in ISD programs.	Limited supports are in place for students enrolled in ISD programs and those supports lack coherence.
E10	<b>Professional Knowledge</b> Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.

### Artifacts that may serve as evidence of performance in this domain:

- Staff evaluation calendar
- District performance evaluation system
- Superintendent professional growth plan
- Curriculum
- RtI/MTSS
- Superintendent professional development
- Teacher analysis of student achievement data
- Curriculum audit
- Staff development plan
- Professional development calendar
- Instructional model(s)
- Strategic plan/district-wide goals

If a performance goal has been established related to one of the performance indicators above, write it in the space below.

Performance Indicator:	Goal:
• Documentation of instructional rounds • Curriculum team agendas • Instructional audit • Coaching documentation • Positive behavior supports/character programs	• Observational data from staff

Category rating should be reflected within the performance indicator.

**Comments by Board of Education:**

**Weight: 30%**

<b>Effective (3 pt)</b>	<b>Rating</b>
Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results. Individual Development Plans are provided to staff rated as less than effective.	<b>3</b>
Staff development is offered for ISD staff based upon available opportunities and is aligned toward developmental goals.	<b>3</b>
The ISD plays a leadership role in providing staff development for constituent district employees and ensuring alignment to developmental goals.	<b>2.5</b>
School improvement (MICIP) plans are in place at all buildings and align to the district-wide goals.	<b>2.5</b>
The Michigan Merit or a Modified Curriculum is in place in compliance with applicable state standards. A process of routine curriculum review, development and alignment is practiced within ISD operated programs.	<b>3</b>
Effort is made to accommodate diverse learning styles, needs and levels of readiness. Technology is used to enhance teaching and learning.	<b>3</b>

Seeks the student voice through engagement of students in goal development and/or decision-making.	<b>2.5</b>
Comprehensive systems of support are in place to meet the needs of all students enrolled in ISD programs. Maintains a safe, caring and healthy learning environment.	<b>3</b>

**Weight: 30%**

Effective (3 pt)	Rating
Comprehensive systems of support are in place to meet the needs of all students enrolled in ISD programs. Maintains a safe, caring and healthy learning environment. Develops and maintains productive shared staff arrangements with constituent districts where appropriate.	3
Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	3
Category rating: 2.85	

t below:


**Comments by the Superintendent:**

## F. Determining the Professional Practice Rating

Superintendent Name:

School Year:

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	2.916666667 x 20%	= 0.583333333
B. Community Relations	15% (.15)	3 x 15%	= 0.45
C. Staff Relations	15% (.15)	2.857142857 x 15%	= 0.428571429
D. Business & Finance	20% (.2)	3 x 20%	= 0.6
E. Instructional Leadership	30% (.3)	2.85 x 30%	= 0.855
Total Possible	100%	Score:	2.916904762
		Adjusted (Score / 3) =	97%



## G. Other Required Components of Evaluation

Superintendent Name: \_\_\_\_\_

School Year: \_\_\_\_\_

### Student Growth and Assessment Data or Student Learning Objectives Metrics

**Weight: 20%**

Student growth and assessment data used for superintendent evaluation may be the combined student growth and assessment data used in teacher/administrator evaluations for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Locally determined	Locally determined	Locally determined	3
Growth:				3
Evidence:	District Growth Model			
Component score:				3

### Progress Toward District-Wide Goals

**Weight: 15%**

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans (MICIP) or district goals.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Progress was made on fewer than 67% of goals	Progress was made on 67-84% of goals	Progress was made on 85-100% of goals	3
Progress:				3
Evidence:	As indicated in District-Wide Improvement Plan or District Goals			
Component score:				3

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, pg. 14)	65% (.65)	2.916904762 x 65%	= 1.895988095
Student Growth (Component score, pg. 15)	20% (.20)	3 x 20%	= 0.6
Progress Toward District-Wide Goals (Component score, pg. 15)	15% (.15)	3 x 15%	= 0.45
Total Possible	100%	Total Score:	2.945988095
		Total Score / 3=	98%

Evaluation rating as follows: 85% - 100% = Effective; 67% - 84% = Developing; Less than 67% = Needing Support

Comments by Board of Education:	Comments by the Superintendent:

Board President’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Superintendent’s signature indicates that he or she has seen and discussed the evaluation; it does not necessarily indicate agreement with the evaluation.)