

# Superintendent Evaluation



MASB  
MICHIGAN ASSOCIATION  
OF SCHOOL BOARDS

## 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 data and requires certain additional factors. 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

Elements that are required in the Revised School Code appear in red in the evaluation instrument. 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 (i.e., 2, 3, etc.); ratings of half numbers may be used if absolutely necessary (i.e., 2.5, 3.5, etc.). Scoring in lesser increments undermine 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 beginning in 2016-2017. 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

Beginning with the 2016-2017 school year, districts must post comprehensive information on their websites in regards to the evaluation instrument being used. For details in regards to the MASB 2016 Superintendent Evaluation instrument's posting requirements, please visit [www.masb.org/postingrequirements](http://www.masb.org/postingrequirements).

## Who to Contact

<b>Topic</b>	<b>Contact</b>
Superintendent Evaluation	Donna Oser, <a href="mailto:doser@masb.org">doser@masb.org</a> or 517.327.5923
Training on Superintendent Evaluation	Debbie Stair, <a href="mailto:dstair@masb.org">dstair@masb.org</a> or 517.327.5904
Legal Questions	Joel Gerring, <a href="mailto:jgerring@masb.org">jgerring@masb.org</a> or 517.327.5922
Facilitated Evaluation	Donna Oser, <a href="mailto:doser@masb.org">doser@masb.org</a> or 517.327.5923

# Table of Contents

A. Governance & Board Relations .....	4
B. Community Relations .....	6
C. Staff Relations.....	8
D. Business & Finance.....	10
E. Instructional Leadership .....	12
F. Determining the Professional Practice Rating.....	14
G. Other Required Components of Evaluation .....	15
Student Growth .....	15
Progress Toward District-Wide Goals.....	15
H. Compiling the Summative Evaluation Score .....	16
Appendix A – <i>Research Base</i> .....	17
Appendix B – <i>Process for Completing Year-End Evaluation for Superintendent</i> .....	18
Appendix C – <i>Conducting the Formal Evaluation and Conference</i> .....	19
Appendix D – <i>Considerations Related to the Closed Meeting Exception</i> .....	20
Appendix E – <i>Possible Timelines for Evaluation of the Superintendent</i> .....	21
Appendix F – <i>Establishing Performance Goals for the Superintendent</i> .....	22
Appendix G – <i>Evidence</i> .....	23
Appendix H – <i>Possible Evidence of Performance</i> .....	24
Appendix I – <i>Contingencies</i> .....	26
Appendix J – <i>Student Growth</i> .....	27
Appendix K – <i>Developing an Individual Development Plan for the Superintendent</i> .....	28
Appendix L – <i>Training</i> .....	29
Authors .....	30

## A. Governance & Board Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	<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.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	4
A2	<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.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Believes in and facilitates the development of short-/long-term goals for the district. Aligns the available resources within the budget to accomplish these goals.	4
A3	<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.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	4
A4	<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.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	3
A5	<b>Board questions</b> Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't fully answered and some information may be incorrect. Some questions may be avoided.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	3
A6	<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.	Provides members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	4
<b>Category rating:</b>						4.0
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> X Meeting agendas/minutes    x <input type="checkbox"/> Board packets <input type="checkbox"/> Board development materials <input checked="" type="checkbox"/> Memos/communications    X Board policies/policy book x Retreat agendas/minutes <input type="checkbox"/> Board development plan    x <input type="checkbox"/> Communication protocols <input type="checkbox"/> Policy review calendar						

## A. Governance & Board Relations – continued

**Weight: 20%**

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

<b>Performance Indicator:</b>		<b>Goal:</b>	
<b>Evidence:</b>			

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
<p>Positives: NEOLA polices implemented. Great YOY improvement on weekly updates to BOE. Started a weekly calendar attached to weekly updates to BOE. New board member orientation. Elliot stated it is a great helpful tool. Dr. C just completed a 4 year contract with the AEA.</p> <p>Improvement: Still need more in weekly update. Personal moments. Feedback from staff and parents.</p>	<p>I invested a great deal of time and effort into helping guide the Board towards the adoption of NEOLA Board policy. This included doing a cross-analysis of our previous policy with NEOLA to make sure that we did not lose any policies that the Board felt were important which lead to the Board bringing back three policies that were locally created and not included with NEOLA. In addition, I am heavily invested in creating administrative guidelines to support the administrative team in meeting the expectations of Board policy. I am committed to making decisions that best utilize the district's resources to address the goals in the Strategic Plan. Weekly updates often contain information related to potential ideas for improvement. Topics are presented with great transparency so that Board can have background information on important topics. I communicate frequently with the Board President for feedback on important topics. I also frequently seek feedback from individual Board members to gauge both Board and community perspective related to specific ideas or topics. I took the lead on setting up a community forum for our Board candidates to meet with community members and answer questions asked by our NHS students. I made all of the physical arrangements and communicated with Board candidates. I worked with our NHS advisor to recruit the students to participate. I helped the students select and organize the questions that were asked at the forum. I also created two orientation sessions for our new Board members this Spring. I am committed to the ideal of “no surprises” by making sure that I share potential “hot topics” to the Board either through weekly updates or emails/text messages. Whenever possible I try to provide information to all of the Board members so that everyone has the same information when it makes sense to do so. I continue to work on refining the information that is provided at Board meetings to ensure Board members have a thorough understanding of all the issues to enable informed decision making and to help the BOE explain issues and answer questions for the community.</p>

## B. Community Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	<b>Parent feedback</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage parents in goal setting.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting.	Actively seeks parental input, creates methods for parents to be actively involved in setting and supporting district-wide goals.	3
B2	<b>Communication with community</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 seek their input. Is not proactive.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	3
B3	<b>Community feedback</b> Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community in goal setting.	Accepts suggestions and input but does not seek it. Does not engage community in district-wide goal setting.	Readily accepts community input and engages community in district-wide goal setting.	Actively seeks input, creates methods for community to be actively involved in setting and supporting district-wide goals.	3
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.	Promotes positive relations and provides the media with district event information.	Initiates and actively engages the media.	3
B5	<b>District image</b> Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	3
B6	<b>Approachability</b> Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is visible but not necessarily approachable by members of the community.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	4
<b>Category rating:</b>						3.0
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> X Third-party survey data <input type="checkbox"/> School accreditation survey data    X Meeting invitations, agendas    X Press releases <input type="checkbox"/> Community meeting agendas x News clips/interviews <input type="checkbox"/> Community engagement calendar    X Strategic planning agenda(s)    X Communications <input type="checkbox"/> Service club membership(s)						

## B. Community Relations – continued

**Weight: 15%**

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

<b>Performance Indicator:</b>		<b>Goal:</b>	
<b>Evidence:</b>			

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>
<p>Positives: Survey from community states that more see Dr. Cooper at committee meetings. Greater ISD involvement. Dr. Cooper has gotten the district more monies through ISD programs and ISX program.</p> <p>Improvements: Creative ways to seek more positive statements. Possibly introducing a Superintendent Blog? Need to develop a system of regular communications to the public.</p>	<p>Parents play a role on many of our district committees such as the School Improvement Team, the Crisis Team, the Wellness Committee and the Sex Education Advisory Board. I believe there is room for improvement in this area but we do also solicit parent feedback on surveys. Part of the goal is to communicate better what opportunities are available to our parents to alleviate misconceptions some have that parents are not welcome to be a part of our decision making team. I am highly visible in the district and in the community. I attend many school functions such as athletic events, choir concerts, plays, Science Olympiad competitions, Robotics competitions, Back to School event, Book Bingo, Collage, etc. I even attend school functions off school campus like Science Olympiad and Robotics competitions, I Challenge events, and playoff sporting events. My goal is to continue looking for greater opportunities to interact with parents and booster groups. I am active in the Allendale Rotary and have attended the Allendale/Coopersville Chamber of Commerce meetings. I also serve on the Dean's Advisory committee at GVSU. I have worked to ensure that consistent positive communication is going out from the district via news outlets, social media and the Allendale Announcer. I have represented the district at the Rotary and Chamber meetings, working to establish or maintain positive relationships between the district and local businesses. I have been a strong advocate for the district at the ISD. Last year I believed that one of our biggest challenges is that the ISD dismisses the smaller districts, but now I realize that in this county the issue is more that it is the squeakiest wheels that get the grease. I am working to "squeak" without sounding non collaborative. I think the continued growth of our collaborations with the ISD speak to my ability to both make sure that Allendale Public Schools' interests are being met, while building a strong partnership with the ISD.</p>

## C. Staff Relations

**Weight: 15%**

		<b>Ineffective (1 pt)</b>	<b>Minimally Effective (2 pt)</b>	<b>Effective (3 pt)</b>	<b>Highly Effective (4 pt)</b>	<b>Rating</b>
<b>C1</b>	<b>Staff feedback</b> <b>(Teacher feedback is a required component.)</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.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Actively seeks staff input in decisions, creates methods for staff to be actively involved in setting and supporting district-wide goals.	2.5
<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.	Keeps staff informed of important matters.	Establishes a system of keeping staff continually informed of important matters.	2
<b>C3</b>	<b>Personnel matters</b> Professional Standards for Educational Leaders: 9	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	2.5
<b>C4</b>	<b>Delegation of duties</b> Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	3
<b>C5</b>	<b>Recruitment</b> Professional Standards for Educational Leaders: 6	There is no formal recruitment process and/or hiring is considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	3.5
<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.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing appropriate information and manages dynamics of the relationship.	Actively seeks to improve the bargaining experience through relationship-building, trust and sharing of information.	4
<b>C7</b>	<b>Visibility in district</b> Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classrooms occasionally.	Regular, purposeful visits to buildings and classrooms are a priority.	3.5
<b>Category rating:</b>						<b>3.0</b>



## C. Staff Relations – continued

**Weight: 15%**

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

- |   |  |  |   |   |
|---|--|--|---|---|
| <input checked="" type="checkbox"/> Third-party survey data | <input type="checkbox"/> School accreditation survey data      | <input checked="" type="checkbox"/> Hiring process documentation | <input checked="" type="checkbox"/> Personnel policies and procedures | <input type="checkbox"/> Recruitment calendar     |
| <input type="checkbox"/> Staff leadership development plan  | <input checked="" type="checkbox"/> Negotiations documentation | <input type="checkbox"/> School visit calendar                   | <input checked="" type="checkbox"/> Communications                    | <input checked="" type="checkbox"/> Staff meeting |

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

<b>Performance Indicator:</b>		<b>Goal:</b>	
<b>Evidence:</b>			

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

In the staff survey 380 participants which is 25.8% return with around 16% of participants posting comments.

Positives: Recruitment process: Gainfully employing qualified staff for open positions. Labor group relationships. All contracts that needed to renew were done successfully. Increased visibility in buildings and with staff. This was part of Dr. Coopers IDP for 2018.

Improvements: Sincerity in more recognitions. More engagement in buildings, and administrators. Building trust with staff. Engage teachers' groups. Become a better active listener. (Board to develop plan on this subject). Continue to increase better communication to staff.

I sincerely hope that the staff recognizes the effort that was made this year to be more visible in the buildings and in the classrooms. I love to spend time in the schools and with students but sometimes it is difficult to carve out the time to do so. In addition to making regular visits, I have made sure to prioritize being in the buildings at the critical moments. On multiple occasions I responded to the elementary to offer support when I heard over the radio that they needed assistance with a student and the building administrators were unavailable. Also, the middle school staff has worked throughout the year on focus areas to address culture and accountability concerns in that building. This is a direct response to my challenge to them and the administrators in that building coming into this year. I implemented a reward program as a fun way to recognize the hard work of the staff and also to create another opportunity for me to interact with students and staff. I gave out "You deserve a break coupons" which were drawn at random each month. If a teacher won the coupon I would cover a recess for them or cover their job for 20 minutes. I think the teachers really like this reward and the students enjoyed having me outside with them. I even spent 30 minutes as the secretary at the middle school to reward Mrs. Vissers! I also read to about half of the classrooms during March is reading month. I believe that our contract negotiations have gone well with all of the bargaining units. My ability to get a calendar approved that is far more family friendly is a strong indication of my leadership and ability to put the needs of our students and families as the highest priority while still working to maintain a positive relationship with the AEA and MEA. I have encouraged administrators to assume responsibility for leadership of the Crisis Team, Wellness Committee, School Improvement team and SEAB to build leadership capacity in the district. I also included multiple staff members in the drafting of NEOLA policy and administrative guidelines. I think most would agree that I did a better job this year of mentoring the other administrators in their leadership roles and I look forward to helping them raise their level of performance even more next year. I am viewing this as one of my most critical tasks for next school year given the changes in our administrative team! We continue to recruit high quality candidates for both our teaching and administrative positions. Given my experience and professional connections, I have been able to help create a deeper pool of candidates for our administrative positions in particular. While our two principal hires were not outside candidates that came to us from my network of connections, the high quality candidates that they beat out for the position builds confidence with the staff that we got the best candidates. I also have given the staff a great deal of input and opportunity for participation in the process for selecting the new administrators. This all speaks to relationship building and trust. We have not completed all bargaining yet but we have come to agreement on some very important topics like an improved school calendar, professional development, etc. Not only will we now have a calendar that aligns across the district, but I was able to get two days of professional development previously bargained out of the calendar put back in. This is only going to make us stronger as a district! I made a commitment to being in the buildings a lot more frequently this year. As part of that plan, I made sure to integrate myself into activities. I attended the open house at every building, as well as being present for the parent/teacher conferences in each building. At the beginning of the year I made sure to be at the drop off section in front of the middle school in the morning. This had a dual purpose: One, this gave me a chance to interact with students and parents; Right away they got to see me and know me better. Two, I wanted to evaluate the impact on the new, earlier start time at the middle school so I could speak first hand to any issues that might arise. We actually had very little negative impact from this change and it did seem to address some of the behavior concerns we had experienced in previous years. One of the big things I accomplished this year in terms of professional standards was to convince all of our teaching staff to use building level standardized test scores for teacher evaluations. This creates a culture where we are all responsible for each other in the manner of the old adage that says "We are only as strong as our weakest link." By being held accountable for the same performance indicator, it incentivizes the staff to collaborate.



## D. Business & Finance – continued

**Weight: 20%**

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

<b>Performance Indicator:</b>		<b>Goal:</b>	
<b>Evidence:</b>			

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:
<p>Positives: Engaging ISD programs and funds                      Moving fund balance in a positive %. Moving closer to board policy of 10%                      Securing more grants for district.</p> <p>Improvements: Continue being good stewards of communities monies.                      Communicate a long-term facility management plan. More than bond updates.</p>	<p>I was very proactive with going after additional revenue sources. I put a significant amount of time into the updating of our emergency operations plan (EOP) that lead to us receiving \$110,000 in school safety grant money. I have also facilitated a proposal to increase our shared-time services with Allendale Christian School. This increase in shared time for kindergarten produced approximately \$40,000 in revenue for the district. Final, I combined the need for increased social services with a grant opportunity through the ISD which will bring an additional \$30,000-40,000 in grant money to the district for next year. Budgetary information is shared with the Board regularly. Potential major expenditures or revenue opportunities are presented. We are on target to increase our fund balance from 6.0% to 7.1% while also covering some curriculum costs this year that normally would have been due in the next budget. I work closely with Scott Park to make sure that our financial processes are appropriate. After completing the initial update of our EOP, I have continued to work with our Crisis Team and the Ottawa County Emergency Manager to complete our Continuity of Operations Plan (COOP). The Emergency Manager addressed our team at our last Crisis Team meeting and it was very gratifying to hear him speak to the fact that Allendale Public Schools is far ahead of all other districts in Ottawa County in creating a COOP. He stated that we are on the way to creating a template that the others will be sure to follow. It is very rewarding to know that others will hear and know that Allendale Public Schools is committed to the safety of our students and staff! We continue to make staffing decisions that best utilize our resources to have the greatest impact on student achievement and well-being. The addition of instructional coaches is something that has occurred in many other districts over the past 5-10 years and I am pleased that we are able to bring APS up to speed on this important resource. I will continue to closely monitor our enrollment to make sure that we can maintain effective class sizes while also being a good caretaker of district finances. These are difficult decisions as teachers and parents have their preferences but we cannot always match their expectations and still remain financial prudent. By instituting a new process for selecting instructional resources we have made the decision to purchase new curriculum more deliberately and intentionally. The process we are using also builds staff "buy-in." For example, the decision to purchase new 6-12 science and math materials were approved unanimously by both departments. We still have far too many teachers relying more on supplemental materials than the core curriculum. The new process will help insure that we only invest in materials that are critical to student achievement and that will be utilized fully, The addition of the SXI and ASD classrooms this year were not only great for our students from an academic and cultural position, they also brought considerable financial relief to the district. This is true for the ASD room in particular as I basically took a local program and got it approved as a center-based program so that the cost of the teacher and three para professionals that we previously paid for were be paid for by the ISD while servicing the same students!</p>

## E. Instructional Leadership

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	<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.	Evaluations are completed but not entirely in compliance or are inconsistent with state law.	Evaluations are completed in a timely manner. Some less than “effective” staff lack individualized development plans.	Performance evaluation system in place that is in compliance with state law. Required evaluations completed. Necessary development plans in place. Evaluations are consistent across district.	3
E2	<b>Staff development</b> Professional Standards for Educational Leaders: 6, 10	Staff development isn’t consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.	3
E3	<b>School improvement</b> Professional Standards for Educational Leaders: 6, 9, 10	School improvement efforts are limited. There is no comprehensive plan in place.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	3
E4	<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 are allowed to define their own curriculum. There is little coordination.	A curriculum is in place that seeks to meet the state standards.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	3
E5	<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.	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.	3
E6	<b>Student feedback</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.	Readily accepts student input and engages students in district-wide goal setting.	Actively seeks student input, creates methods for students to be actively involved in setting district-wide goals.	3
E7	<b>Student attendance</b> Professional Standards for Educational Leaders: 5	Attendance isn’t addressed as a policy issue. Attendance rates are decreasing.	Attendance isn’t an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving.	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.	3.5

## E. Instructional Leadership – continued

**Weight: 30%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E8	<b>Support for students</b> Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Coordination and alignment can be improved.	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.	3
E9	<b>Professional knowledge</b> Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities.	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.	3.5
<b>Category rating:</b>						3.1
<p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <p>X Staff evaluation calendar    <input checked="" type="checkbox"/> District performance evaluation system    x <input type="checkbox"/> Superintendent professional growth plan    x <input type="checkbox"/> Curriculum    <input type="checkbox"/> RtI/MTSS</p> <p>X Superintendent professional development    <input type="checkbox"/> Teacher analysis of student achievement data    <input type="checkbox"/> Curriculum audit    x <input type="checkbox"/> Strategic plan/district-wide goals</p> <p><input type="checkbox"/> Staff development plan    x <input type="checkbox"/> Professional development calendar    <input type="checkbox"/> Instructional model(s)    <input type="checkbox"/> Curriculum team agendas    <input type="checkbox"/> Instructional audit</p> <p><input type="checkbox"/> Coaching documentation    <input type="checkbox"/> Observational data from staff    x <input type="checkbox"/> Documentation of instructional rounds    x <input type="checkbox"/> Positive behavior supports/character programs</p>						

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

<b>Performance Indicator:</b>		<b>Goal:</b>	
<b>Evidence:</b>			

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

Positives: Dr. Reynolds hire and involvement. Student attendance growth. New instructional ideas that are aligning grade levels.

Improvements: Consistent curriculum within grade levels. Continue to align curriculum between grade levels.

We continue to focus closely in our building administrator meetings to create a better aligned approach to staff evaluations. We are beginning to eliminate disparity in the number of observations taking place at each building, as well as differences in goal setting and feedback. I proactively sent an email to the whole staff near the beginning of the year so that every teacher K 12 could hear directly from me on what the expectation is observations and they could see that this was the same expectation in every building. I was also very clear about expectations for putting new teachers on IDPs as required by law. I have been working with building principals and ISD to create a more efficient model for addressing truancy. The support from the ISD has been a little spotty because of a change in their personnel but our efforts have been effective and consistent. I am involved with MASA, Rotary, Reading Now Network and GVSU to capture resources that can benefit the district. I attended a series of workshops through this year presented by the Michigan Association of School Administrators (MASA) focused on leadership. The program focused on situational leadership, coaching, personality trait influences, communication and facilitating change. After completing this series I earned Central Office Enhancement Certification as identified by the State of Michigan. I will be attending five more related workshops next year to complete the highest achievement recognized by the State for superintendent professional growth. At that point, my administrative certificate will carry a Central Office Endorsement from the State. As we plan our professional staff development for next year, we will focus on supporting our teaching staff with research-based instructional strategies like differentiated instruction. The combination of additional resources like the instructional coach and additional days for professional development are great steps toward increased student achievement. We have worked hard to improve our Multi-Tiered System of Support in this district and have a plan to make even more changes for next year. This MTSS approach is research-based and should have a high probability of success in this district. We have been very intentional about looking for administrator candidates that have a strong background in MTSS. We know that we need to do more to meet the social and emotional needs of our students and that is a priority moving forward. I have changed the middle school counselor's schedule for next year so that she will not or

## 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)	X 3.6	= .72
B. Community Relations	15% (.15)	X 3.2	= .48
C. Staff Relations	15% (.15)	X 3.0	= .44
D. Business & Finance	20% (.2)	X 3.7	= .73
E. Instructional Leadership	30% (.3)	X 3.1	= .93
<b>Total Possible</b>	100%	<b>Score:</b>	3.3
		<b>Adjusted (Score / 4) =</b>	



## G. Other Required Components of Evaluation

Superintendent name:

School year:

### Student Growth

**Weight: 25%**

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in annual evaluation for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations. NOTE: Student growth and student achievement are *not* the same. Student achievement is a *single* measure of student performance while student growth measures the amount of students' academic progress between *two points* in time<sup>1</sup>.

	Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
	Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	4.0
<b>Growth:</b>					
<b>Evidence:</b>	District Growth Model				
	<b>Component score:</b>				

\* For superintendents who are *regularly involved in instruction*, 25% of the annual evaluation must be based on student growth and assessment data for years 2015-2016, 2016-2017 and 2017-2018; 40% of the annual evaluation must be based on student growth and assessment data beginning in 2018-2019.

<sup>1</sup> Measuring student growth: A guide to informed decision making, Center for Public Education.

### Progress Toward District-Wide Goals

**Weight: 10%**

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans is a required component for superintendent evaluation.

	Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
	Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals	4.0
<b>Progress:</b>					
<b>Evidence:</b>	As indicated in District-Wide Improvement Plan				
	<b>Component score:</b>				

## H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
<b>Professional Practice</b> (Adjusted score, p. 14)	65% (.65)	X 3.3	= 2.2
<b>Student Growth</b> (Component score, p. 15)	25% (.25)	X 4.0	= 1.0
<b>Progress Toward District-Wide Goals</b> (Component score, p. 15)	10% (.1)	X 4.0	= .4
<b>Total Possible</b>	100%	<b>Total Score:</b>	3.6
		<b>Total Score / 4 =</b>	89%

**Evaluation rating as follows:** 90-100% = Highly Effective; 75-89% = Effective; 60-74% = Minimally Effective; Less than 60% = Ineffective

Comments by Board of Education:

89% rates Dr. Cooper as Effective. The board agrees to a 2.5% salary increase which is in line for all administrators. Based on the superintendent contract- the Effective rating merits a 2% Off schedule payout.  
The board has voted to extend Dr. Coopers contract 1 year ending June 30, 2021.

For the 2017-2018 school year Dr. Cooper was on a IDP which 3 BOE members met with Dr. Cooper quarterly for evaluation. This group reported back to the Board as a whole- the IDP objectives were met. No IDP for the 2018-19 school year.

We the Board feel that Dr. Cooper has made great strides in the past year. He is settling into A new district and new culture. The Board will work with Dr. Cooper on the improvements Stated within this evaluation. The Board has also agreed to revisit Dr. Coopers evaluation During January 2020 to seek that we are on target with objectives stated.

We the Board feel confident in the abilities of Dr. Cooper to lead Allendale Public Schools forward. We acknowledge there are still areas that are opportunities of improvement and will work with him to improve.

Christopher Breen  
Board President  
Allendale Public Schools

Comments by the Superintendent:

Board President's Signature: Christopher E Breen

Date: 7/29/2019

Superintendent's Signature: *Harth Cooper*

Date: 10/21/19

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

## Appendix A – Research Base

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

The 2015 Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of empirical research (see the Bibliography for a selection of supporting sources) and sought the input of researchers and more than 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders and leadership demands of the future. The National Association of Elementary School Principals, National Association of Secondary School Principals and American Association of School Administrators were instrumental to this work. The public was also invited to comment on two drafts of the Standards, which contributed to the final product. The National Policy Board for Education Administration, a consortium of professional organizations committed to advancing school leadership (including those named above), has assumed leadership of the 2015 Standards in recognition of their significance to the profession and will be their steward going forward.

Mid-continent Research for Education and Learning (2006). School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement. Denver, CO: Author.

To determine the influence of district superintendents on student achievement and the characteristics of effective superintendents, McREL, a Denver-based education research organization, conducted a meta-analysis of research—a sophisticated research technique that combines data from separate studies into a single sample of research—on the influence of school district leaders on student performance. This study is the latest in a series of meta-analyses that McREL has conducted over the past several years to determine the characteristics of effective schools, leaders and teachers. This most recent meta-analysis examines findings from 27 studies conducted since 1970 that used rigorous, quantitative methods to study the influence of school district leaders on student achievement. Altogether, these studies involved 2,817 districts and the achievement scores of 3.4 million students, resulting in what McREL researchers believe to be the largest-ever quantitative examination of research on superintendents.

## Appendix B – Process for Completing Year-End Evaluation for Superintendent

**Planning:** At the beginning of the year in which the evaluation is to occur, the Board of Education and superintendent convene a meeting in public and agree upon the following items:

- Evaluation instrument
- Evaluation timeline and key dates
- Performance goals (if necessary beyond performance indicators outlined in rubric, district-wide improvement goals and student growth model)
- Appropriate benchmarks and checkpoints (formal and informal) throughout year
- Artifacts to be used to evidence superintendent performance
- Process for compiling the year-end evaluation
- Process and individual(s) responsible for conducting the evaluation conference with the superintendent
- Process and individual(s) responsible for establishing a performance improvement plan for the superintendent, if needed
- Process and individual(s) responsible for sharing the evaluation results with the community

**Checkpoints:** The Board of Education and superintendent meet at key points in the evaluation year as follows:

- **Three months in – Informal update** – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **Six months in – Formal update** – Superintendent provides update on progress along with available evidence prior to convening a meeting in public. Board president collects questions from the board and provides to superintendent prior to meeting. Board and superintendent discuss progress and make adjustments to course or goals, if needed.
- **Nine months in – Informal update** – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **11-12 months in – Formal evaluation** – Superintendent conducts self-evaluation; presents portfolio with evidence to Board of Education (made available prior to meeting). Board members review portfolio prior to evaluation meeting; seek clarification as needed. Board president (or consultant) facilitates evaluation. Formal evaluation is adopted by Board of Education.

## Appendix C – Conducting the Formal Evaluation and Conference

### *Prior to meeting:*

- 1) Superintendent prepares self-evaluation, compiles evidence and provides to Board of Education.
- 2) Board members seek clarity as needed regarding self-evaluation or evidence provided.
- 3) Board of Education members receive blank evaluation instrument and make individual notes about their observations.

### *During meeting:*

- 4) Superintendent presents self-evaluation and evidence. Superintendent remains present throughout the meeting.
- 5) Board president reviews with Board of Education superintendent's self-evaluation and evidence provided for each domain and facilitates conversation about performance.
- 6) Score is assigned for each performance indicator via consensus of the Board of Education.
- 7) Upon completion of all performance indicators within all domains, board president calculates overall professional practice score and identifies the correlating rating.
- 8) Board president reviews with Board of Education evidence provided related to progress toward district-wide goals.
- 9) Score is assigned for progress toward district-wide goals via consensus of Board of Education.
- 10) Board president reviews with Board of Education evidence provided related to district's student growth model.
- 11) Score is assigned for student growth via consensus of Board of Education.
- 12) Board president calculates overall evaluation score based on professional practice, progress toward district-wide improvement goals and student growth ratings.
- 13) Board president makes note of themes/trends identified by the Board of Education during the evaluation.
- 14) Board president calls for vote to adopt completed year-end evaluation for superintendent.
- 15) Superintendent notes his/her comments on evaluation.
- 16) Board president and superintendent sign completed evaluation form.

## Appendix D – Considerations Related to the Closed Meeting Exception

Boards of Education may go into closed session for certain aspects of the superintendent’s evaluation but ONLY at the request of the superintendent. A superintendent who has requested a closed session may rescind the request at any time. The following table identifies which aspects of the process need to be in open and closed session:

### OPEN PHASE

- Scheduling the evaluation
- Choosing and modifying the evaluation instrument
- Establishing performance goals or expectations
- Determining process for the evaluation
- Voting to go into closed session

### CLOSED PHASE \*\*\*only if requested by employee\*\*\*

- Discuss & deliberate about the evaluation

### OPEN PHASE

- Adoption of the evaluation
- Related board actions and discussions

## Consensus That Involves a Closed Session

1. Superintendent requests a Closed Session for the purpose of his/her evaluation.
2. Board of Education votes to go into closed session.
3. Board of Education moves into closed session: the superintendent remains present throughout the session unless he/she chooses to excuse him/herself.
4. Board president reviews with the Board of Education the superintendent’s self-evaluation and evidence provided for each domain and facilitates a conversation about performance. A consensus of the Board of Education is identified for each domain score.
5. Board president reviews with Board of Education evidence provided related to progress towards district-wide goals. A consensus of the Board of Education is identified for progress towards district-wide goals via consensus of Board of Education.
6. Board president reviews with Board of Education evidence provided related to district’s student growth model. A consensus of the Board of Education is identified for student growth.
7. Upon completion of all areas, the board president calculates the overall score and identifies the correlating rating.
8. Board president makes a note of themes that were identified by the Board of Education during the evaluation.
9. **Board of Education comes out of Closed Session and returns to an Open Meeting.**
10. Board president reads aloud:
  - The consensus score/rating identified for each performance indicator and the calculated domain scores
  - The score/rating for progress towards district-wide goals
  - The score/rating for student growth
  - And then the overall rating earned by the superintendent. (This may occur at a subsequent meeting.)
11. Board president calls for a vote to adopt the completed year-end evaluation for the superintendent.
12. Superintendent notes his/her comments on the evaluation.
13. Board president and superintendent sign the completed evaluation form.
14. Board president works with the superintendent to coordinate public statement about the superintendent’s performance.

*The completed evaluation form reflects the Board of Education’s assessment of the superintendent’s performance and is subject to FOIA.*

*The forms used by individual board members for notes are not subject to FOIA providing they are not calculated into an average score.*

## Appendix E – Possible Timelines for Evaluation of the Superintendent

Key dates and deliverables for superintendent evaluation should be mutually agreed upon by the Board of Education and the superintendent at the *beginning* of the evaluation cycle. Timeline scenarios and key benchmark descriptions are provided below.

Jan. – Dec.		July – June		April - March	
Activity	Month	Activity	Month	Activity	Month
Instrument, process, timeline and goals mutually established	January	Instrument, process, timeline and goals mutually established	July	Instrument, process, timeline and goals mutually established	May
Informal update	April	Informal update	October	Informal update	August
Formal discussion and check-in on progress towards goals	June	Formal discussion and check-in on progress towards goals	December	Formal discussion and check-in on progress towards goals	October
Informal update	August	Informal update	February	Informal update	December
Annual evaluation	November	Annual evaluation	May	Annual evaluation	March
<b>Advantage:</b> Aligns with election cycle. Board members who establish goals are likely the same board members evaluating performance.		<b>Advantage:</b> Aligns with the school year. Is compatible with natural flow of the school year as well as hiring cycle for most superintendents.		<b>Advantage:</b> Aligns with contract renewal cycle in many cases. Boards of Education must provide superintendents 90 days’ notice in the event of nonrenewal of contract.	

<p><b>Beginning of cycle:</b> Board of Education and superintendent mutually agree upon:</p> <ul style="list-style-type: none"> <li>• System (instrument) to be used</li> <li>• Timeline and key dates</li> <li>• Goals, benchmarks and evidence</li> <li>• How evaluation will be compiled, i.e., consensus or average</li> <li>• How evaluation will be shared with superintendent</li> <li>• How evaluation will be shared with the community</li> </ul>	<p><b>Informal update:</b></p> <ul style="list-style-type: none"> <li>• Board president shares any specific questions/concerns from board members</li> <li>• Superintendent provides a written update to the board on goals, expectations and indicators of success</li> <li>• Board offers input on status/progress to-date</li> </ul>	<p><b>Mid-cycle formal update:</b></p> <ul style="list-style-type: none"> <li>• Board president provides questions from the board prior to meeting</li> <li>• Superintendent provides update on progress with available evidence</li> <li>• Board seeks clarification if needed</li> <li>• Discussion on progress and growth</li> <li>• Adjustments to course or goals are discussed</li> </ul>	<p><b>Annual evaluation:</b></p> <ul style="list-style-type: none"> <li>• Superintendent performs self-evaluation; presents portfolio with evidence to Board of Education</li> <li>• Board members review portfolio prior to evaluation, seek clarification as needed</li> <li>• Board president or consultant facilitate evaluation</li> <li>• Formal evaluation is presented to and adopted by Board of Education</li> <li>• Board president and superintendent coordinate public statement regarding superintendent performance</li> </ul>
---	---	---	---



## Appendix F – Establishing Performance Goals for the Superintendent

The MASB 2016 Superintendent Evaluation instrument provides a framework for evaluating the superintendent in critical areas of professional practice as well as the state-required components of student growth and progress towards district-wide goals. Additional performance goals should be established in exceptional circumstances to clarify the board’s expectations and give priority to the work being done. For this reason, performance goals should be limited in number, aligned to district goals and assist in clarifying accountability.

Superintendent performance goals may be developed from:

- A specific district goal
- A job performance indicator within an evaluation instrument
- Student performance data

When establishing performance goals, the following guidelines should be considered:

- Involve all board members and superintendent
- Decide on desired results
- Develop performance indicators
- Identify supporting documentation (evidence)
- Review and approve final performance goals, indicators and evidence
- Monitor progress at scheduled checkpoints

### Performance Goal Fundamentals

Performance goals should be S-M-A-R-T:

Specific—Goals should be simplistically written and clearly define what is expected.

Measurable—Goals should be measurable and their attainment evidenced in some tangible way.

Achievable—Goals should be achievable given the circumstances and resources at hand.

Results-focused—Goals should measure outcomes not activities.

Time-related—Goals should be linked to a specific timeframe.



### Process for Goal Development

1. Identify the district goal/priority/indicator/student performance data the superintendent’s goal is intended to support
2. Ask the superintendent:
  - a. What will we see next year toward the accomplishment of this that we don’t see now?
  - b. What measure will we use to know that the difference represents meaningful progress?
3. Allow superintendent time to craft a response
4. Once agreed upon, board and superintendent develop SMART goal statements

## Appendix G – Evidence

Validity, reliability and efficacy of the MASB 2016 Superintendent Evaluation instrument relies upon board members using evidence to score superintendent performance.

- Artifacts to serve as evidence of superintendent performance should be identified at the beginning of the evaluation cycle and mutually agreed upon by the Board of Education and the superintendent.
- Artifacts should be limited to only what is needed to inform scoring superintendent performance. Excessive artifacts cloud the evaluation process and waste precious time and resources.
- Boards of Education and superintendents should establish when artifacts are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

A list of possible artifacts that may be used as evidence is provided at the end of each professional practice domain rubric. See the appendixes of this document for additional artifacts that may serve as evidence of performance.

## Appendix H – Possible Evidence of Performance

Evidence helps to demonstrate performance of the superintendent and remove guess work and subjectivity from evaluation. The following artifacts may be used as evidence of performance. The list is not comprehensive.

1 Administrative “calendar”—critical dates calendar (RE: due dates, etc.) and board presentation cycle/annual reports	20 Community survey	40 Equity district-wide program results
2 Administrative team book study (agendas and minutes)	21 Comprehensive School Improvement Plan	41 Evidence of annual review of district’s mission statement and alignment to practice
3 Administrative team meeting agendas	22 Customer satisfaction indices	42 Evidence of implementation of formal project management techniques
4 Affirmative action plan	23 Curriculum team meeting agendas	43 Evidence of relationship building (notes, cards, emails, etc.)
5 Agendas and/or minutes from community planning meetings, including key communicators meetings	24 Curriculum and instructional audit	44 Evidence of teachers examining student achievement data
6 Auditor’s report	25 Data on outreach programs	45 Feedback from a wide variety of stakeholders about performance as the superintendent
7 Background checks verification	26 Department of Education site visit summative report	46 Formal and informal community partnership agreements and plans
8 Board and administrative goals	27 Dynamic Indicators of Basic Early Literacy Skills Data	47 Formative assessments to inform instruction
9 Board meeting agendas	28 Development of wikis, blogs, etc., to collect feedback on specific issues in the district	48 Grants received/applied for—alignment to goals of the district; sustainability
10 Board policy and administrative policy enforcement that’s reflective of a “new” vision with supporting materials	29 District Budget	49 Growth goals for administrators
11 Bullying/harassment programs	30 District-wide School Improvement Plan	50 Hiring process (guidelines, procedures, schedules)
12 Character education program data	31 Distribution of research to administrative team and teachers	51 House calls—contact with parents and partners (documentation)
13 Civic group presentations	32 Diversity training/awareness plan	52 Induction plan of board members for understanding of school finance (confidence of board members’ understanding)
14 Collaboration/sharing incentives/opportunities for efficiency/effective learning (documentation)	33 Documentation of coaching for instruction, curriculum or assessment	53 Involvement with “school safety” organizations (documentation)
15 Collaborative partners (documentation)	34 Documentation of coaching and evaluation of principals	54 Instructional model
16 Collaborative sharing of programs, etc. (agendas and minutes)	35 Economic vision (participation with community development groups)	55 Instruction-related professional development/growth plans
17 Common teacher instructional planning time	36 Election results that impact tax levies	56 iPod audible book study
18 Communication “vehicles” that make the school vision visible to stakeholders including using technology	37 Emergency/Crisis Plans	57 Job-embedded PD on instruction
19 Communications with parents	38 Employee handbooks	
	39 Enrollment plans	

58 Leadership library (documentation)	75 Observational data from board, staff, etc.	91 Record of solicitation of feedback
59 Level of volunteerism (documentation)	76 Open houses (documentation)	92 Reports and celebrations of student achievement to board and other audiences
60 Linkage of Professional Development Model to student achievement goals (documentation)	77 Opening day PowerPoint-type presentation	93 School comparisons charts from CEPI
61 Log of school visits and conversations with staff (includes emails)	78 Parenting classes—numbers	94 Special Education delivery plan
62 Log of school visits and presentations	79 Parent-teacher conference numbers	95 Staff handbook
63 Meaningful interpretive reports of student achievement data delivered in lay language	80 Participation in social/fraternal organizations (documentation)	96 School Improvement Plans
64 Media—Newsletter/paper articles/website	81 Participation in youth-oriented organizations (documentation)	97 Staff recruitment plan
65 Meeting logs of times with administrative staff/support staff	82 Participation on state, regional, national initiatives (documentation)	98 Student achievement data
66 Membership and service to service clubs (documentation)	83 PBS—Positive Behavior Supports—control/theory/SAFE/Olweus/CHAMPS implementation plans	99 Surveys of staff/community
67 Michigan Student Test of Educational Progress Data	84 Podcasts/video communicating district vision and accomplishments	100 Symbolic “pins,” other symbols—celebrations, etc.
68 Michigan Top-to-Bottom School Rankings	85 Policies/procedures for management of funds	101 Teacher mentor program
69 Minutes of the School Improvement Advisory Committee meetings	86 Preschool—community partnership plans	102 Trends in Career Development Plan growth goals for teachers
70 Monthly calendars	87 Presentations to groups, including teachers (shareholders/stakeholders)	103 Work with city council on city/school initiatives (documentation)
71 National Assessment of Educational Progress Data	88 Professional Development Plan	104 Work with School Improvement Advisory Committee (documentation)
72 Needs assessments/satisfaction surveys/focus groups	89 Program evaluation and process result	105 Written communications
73 Notes from state officials	90 Reflective journals	106 Written proposals for innovative practices
74 Number of visits to website		107 Written recommendations on difficult issues

## **Appendix I – Contingencies**

If a superintendent receives a rating of **minimally effective** or **ineffective**, the Board of Education must develop and require the superintendent to implement an improvement plan to correct the deficiencies. The improvement plan must recommend professional development opportunities and other actions designed to improve the rating of the superintendent on his/her next annual evaluation. See the appendixes of this document for more information on developing an Individual Development Plan for the superintendent.

If a superintendent receives a rating of **highly effective** on three consecutive annual evaluations, the Board of Education may choose to conduct an evaluation biennially instead of annually. However, if a superintendent is not rated as highly effective on one of these biennial evaluations, the superintendent must again be evaluated annually.

## Appendix J – Student Growth

For all superintendents, the evaluation system has to take into account multiple measures of student growth and assessment data. For superintendents who are *regularly involved in instructional matters*—and this includes all but the most exceptional situations—the following specific expectations must be met with regards to student growth:

- 25% of the annual evaluation shall be based on student growth and assessment data for years 2015-2016, 2016-2017 and 2017-2018
- 40% of the annual evaluation shall be based on student growth and assessment data beginning in 2018-2019

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in teacher annual year-end evaluations for the entire district.

### Student Growth Versus Student Achievement

Student growth and student achievement are not the same measurement. Student achievement is a single measurement of student performance while student growth measures the amount of students' academic progress between two points in time.<sup>1</sup>

Student Achievement Example: A student could score 350 on a math assessment.

Student Growth Example: A student could show a 50-point growth by improving his/her math score from 300 last year in the fourth grade to 350 on this year's fifth grade exam.

It's important to note that, in order to measure student growth, the data considered must be from a single group of students, i.e., this year's fourth graders and next year's fifth graders.

### What is a Student Growth Model?

School districts should establish a student growth model to be used in educator and administrator evaluations. A growth model is a collection of definitions, calculations or rules that summarizes student performance over two or more time points and supports interpretations about students, their classrooms, their educators or their schools.<sup>2</sup>

Michigan law requires that multiple research-based growth measures be used in student growth models that are used for evaluation purposes. This may include state assessments, alternative assessments, student learning objectives, nationally normed or locally adopted assessments that are aligned to state standards or based on individualized program goals. (Note: Beginning in 2018-2019, in grades and subjects in which state assessments are administered, 50% of student growth in core areas must be based on state assessments.)

Michigan law also requires that the most recent three consecutive years of student growth data be used for evaluation. If three years of data are not available, available data should be used.

<sup>1</sup> Measuring student growth: A guide to informed decision making, Center for Public Education.

<sup>2</sup> A Practitioner's Guide to Growth Models, Council of Chief State School Officers.

## ***Appendix K – Developing an Individual Development Plan for the Superintendent***

Individual Development Plans are an excellent way of helping employees develop their skills. Boards of education should encourage superintendents to develop an IDP in order to foster professional development.

In the event that a superintendent receives a rating that is less than effective, the law requires the creation of an IDP. The following process is a framework for creating and implementing an IDP for the superintendent:

- During the evaluation conference, the Board of Education provides clear feedback to the superintendent in the domain(s) in which he/she received a less than effective rating.
- A committee of the Board of Education is established to support and monitor the superintendent's development.
- The superintendent drafts an IDP and presents it to the committee for feedback and approval. The IDP outlines clear growth objectives, as well as the training and development activities in which the superintendent will engage to accomplish objectives. The committee reviews, provides feedback and approves the IDP.
- The committee meets quarterly with the superintendent to monitor and discuss progress.
- The superintendent reports progress on his/her IDP with his/her self-evaluation prior to the formal annual evaluation.

## Appendix L – Training

MASB provides training on its 2016 Superintendent Evaluation instrument to board members and superintendents via a cadre of certified trainers. Training is as follows:

**Fundamentals of Evaluation:** This training covers the fundamentals of evaluation including legal requirements, essential elements of a performance evaluation system and processes for establishing superintendent performance goals and expectations. This session may not be necessary for participants who have attended Board Member Certification Courses (CBA’s) 300 and 301, or who have documented participation in in-district workshops focused on superintendent evaluation conducted by MASB trainers. It is offered at various locations on an individual registration basis or as requested in cooperation with intermediate school districts.

**Instrument-Specific Training:** This training covers the use of the MASB 2016 Superintendent Evaluation instrument including the cycle and processes of evaluation, rating superintendent performance on the rubric, as well as the use of evidence to evaluate superintendent performance. This training fulfills the requirement of evaluator training for board members as well as evaluatee training for superintendents whose districts are evaluating their superintendent with the MASB 2016 Superintendent Evaluation instrument. It is conducted on-location in districts with board members and superintendent present.



## Authors

The Michigan Association of School Boards has served boards of education since its inception in 1949. In the decades since, MASB has worked hands-on with tens of thousands of school board members and superintendents throughout the state. Evaluation of the superintendent has been a key aspect of that work – MASB developed superintendent evaluation instruments and trained board members in their use nearly half a century before the requirements.

MASB staff and faculty involved in creating the MASB 2016 Superintendent Evaluation instrument Include:

- Rodney Green, Ph.D., Superintendent of Schools (retired), East China School District
- Olga Holden, Ph.D., Director of Leadership Services (retired), MASB
- Donna Oser, CAE, Director of Executive Search and Leadership Development, MASB
- Debbie Stair, MNML, former school boardmember, Board Development Manager, MASB

New York Council of School Superintendents staff and leadership involved in creating the Council’s Superintendent Model Evaluation (which significantly influenced MASB’s instrument):

- Jacinda H. Conboy, Esq., New York State Council of School Superintendents
- Sharon L. Contreras, Ph.D., Superintendent of Schools, Syracuse CitySD
- Chad C. Groff, Superintendent of Schools
- Robert J. Reidy, Executive Director, New York State Council of School Superintendents
- Maria C. Rice, Superintendent of Schools, New Paltz CSD
- Dawn A. Santiago-Marullo, Ed.D., Superintendent of Schools, Victor CSD
- Randall W. Squier, CAS, Superintendent of Schools, Coxsackie-Athens CSD
- Kathryn Wegman, Superintendent of Schools (retired), Marion CSD