SUPERINTENDENT EVALUATION

POSTING AND ASSURANCES

Per MCL 380.1249b: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website the following information about the evaluation tool(s) in use for evaluation of teachers and administrators:

- *Research base for the evaluation framework, instrument, and process;*
- *Identity and qualifications of the author;*
- *Evidence of reliability, validity, and efficacy;*
- *Evaluation framework and rubric;*
- *Description of processes for conducting observations, collecting evidence, conducting evaluation conferences, developing performance ratings and developing performance improvement plans;*
- *Description of the plan for providing evaluators and observers with training.*

This evaluation tool has been approved by the District. The contents of this document are compliant with the law laid forth, specifically pertaining to the Superintendent Evaluation.

_____

Printed Name of Superintendent

_____

Signature of Superintendent

_____

Date of Adoption in District

RESEARCH BASE FOR THE EVALUATION FRAMEWORK, INSTRUMENT, AND PROCESS

[Section 1249b(2)(a)]

The Superintendent Evaluation is derived from the following research bases:

- DiPaola, M.F. (2010). *Evaluating the Superintendent* (White Paper). American Association of School Administrators.

- Leo, S.F. & Lachlan-Haché, L. (2012). *Creating Summative Educator Effectiveness Scores: Approaches to Combining Measures.* American Institutes for Research.

- *Professional Standards for Educational Leaders.* (2015) National Policy Board for Educational Administration.

- Sanders, N.M. & Kearney, K.M. (Eds.) (2008). *Performance Expectations and Indicators for Education Leaders, an ISLLC-Based Guide to Implementing Leader Standards and a Companion Guide to the Educational Leadership Policy Standards.* (2008). Council of Chief State School Officers; State Consortium on Education Leadership.

- Collins, Gary J. & Blaha, William J. (2016). *Michigan Teacher and Administrator Evaluations.* Collins and Blaha, P.C.

The foundation of the Superintendent Evaluation is the Professional Standards for Educational Leaders, formally known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The Professional Standards "communicate expectations . . . about the work, qualities and values of effective educational leaders." The National Policy Board for Educational Administration, which publishes the Professional Standards, stated in 2015:

> 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 . . . 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 (NAESP), National Association of Secondary School Principals (NASSP), and American Association of School Administrators (AASA) were instrumental to this work.

The Superintendent Evaluation is also the result of reviewing administrator evaluation systems in all 50 states, with particular focus on the following evaluation tools:

- Model Superintendents Evaluation, New York State Council of School Superintendents (November 2014);
- An Arizona Model for Measuring Educator Effectiveness, Arizona Department of Education in collaboration with the Arizona School Administrators Association (2014-2015);
- Superintendent Evaluation, Connecticut Association of Boards of Education and Connecticut Association of Public School Superintendents (June 2016);
- Superintendent Evaluation, Massachusetts Association of School Committees (September 2012); and
- Superintendent Evaluation, Oregon School Boards Association (June 2014).

IDENTIFICATION AND QUALIFICATIONS OF THE AUTHOR(S)

[Section 1249b(2)(b)]

The Superintendent Evaluation is the result of Collins & Blaha, P.C.'s range of experience in the field of education law, input from various districts in Michigan and the careful selection of elements from multiple state-approved evaluation tools. Educators and experts in several southeastern Michigan school districts provided input for the tool as well.

Authors

- Gary J. Collins, Esq., Collins & Blaha, P.C. (Primary Author) in collaboration with the attorneys of Collins & Blaha, P.C.

Construct Validity Consultants and Position/School District as of 2016

- Dr. Christine Johns, Superintendent, Utica Community Schools;
- Karl D. Paulson, Superintendent, Lakeview Public Schools; and
- Barbara VanSweden, Superintendent, Fitzgerald Public Schools.

EVIDENCE OF RELIABILITY, VALIDITY, AND EFFICACY

[Section 1249b(2)(c)]

Reliability: The Superintendent Evaluation has the following plan for developing evidence of reliability, as permitted by MCL 380.1249b(2)(c). The Superintendent Evaluation will use test-retest reliability to measure the degree to which the tool produces stable and consistent results. A sample of school districts will administer the evaluation at two different points in time. The ratings given by a Board of Education to its Superintendent will be compared to evaluate the assessment for reliability.

Validity: A test is valid if it measures what it is supposed to measure. Thus, a performance evaluation tool is valid if it is actually measuring performance. Construct validity is a continuous process of evaluation, reevaluation, refinement, and development.

Construct Validity Consultants and Position/School District as of 2016

- Dr. Christine Johns, Superintendent, Utica Community Schools;
- Karl D. Paulson, Superintendent, Lakeview Public Schools; and
- Barbara VanSweden, Superintendent, Fitzgerald Public Schools.

Efficacy: The Superintendent Evaluation was developed to address the needs of local school districts and intermediate school districts while complying with the requirements of Michigan law. The Superintendent Evaluation reflects a true governance model, encouraging Board members to provide input, discuss the Superintendent's performance, and reach a consensus. While a numerical approach reduces the Superintendent's evaluation to a tallying or averaging of the Board members' scores, a consensus-based approach, like this Superintendent Evaluation, results in a rating that reflects a unified Board decision.

EVALUATION FRAMEWORK AND RUBRIC

[Section 1249b(2)(d)]

The Superintendent Evaluation Form is attached as Appendix A to this document.

DESCRIPTION OF PROCESS FOR CONDUCTING CLASSROOM OBSERVATIONS, COLLECTING EVIDENCE, CONDUCTING EVALUATION CONFERENCES, DEVELOPING PERFORMANCE RATINGS, AND DEVELOPING PERFORMANCE IMPROVEMENT PLANS

[Section 1249b(2)(e)]

The Superintendent and Board should meet to discuss and agree upon student growth and assessment goals, and to determine which, if any, additional factors will be considered by the Board in evaluating the Superintendent on his or her year-end evaluation.

The Superintendent should collect throughout the year, and present through periodic board updates, evidence and artifacts of his or her demonstrated achievement in each of the performance areas. Additional information on evidence gathering is provided during training.

Under the Superintendent Evaluation tool the following ratings must be scored:

- Exemplary
- Effective;

- Developing; and
- Needing Support.

The 2024 revisions to this Evaluation Tool maintain four performance ratings. However, an overall performance evaluation rating of "exemplary" will be reported as "effective" pursuant to the 2023 legislative amendments.

When the Board is prepared to evaluate the Superintendent, a copy of the Superintendent Evaluation packet should be given to each Board member. Board members should read the introduction and performance indicators, which are intended to provide objective examples of the characteristics and/or actions an effective Superintendent would exhibit with respect to each Component. The Board President should then facilitate a discussion so the Board may reach a consensus with respect to a performance rating for each Component, including the Student Growth and Assessment Component of the evaluation. In determining the proper performance evaluation ratings, Board members should provide specific examples of actions or behavior, as well as general thoughts or impressions and feedback from parents, students, and/or staff, if available. The Board should follow the evaluation's instructions in determining an overall performance rating for the Superintendent. The instructions are included in Appendix A.

For those areas in which improvement may be needed, the Board and Superintendent should develop a Performance Improvement Plan using the format and guidance provided in Appendix B.

DESCRIPTION OF PLAN FOR PROVIDING EVALUATORS AND OBSERVERS WITH TRAINING

[Section 1249b(2)(f)]

The Superintendent Evaluation authors are available to conduct live training. This training will include the purpose of the tool and how it should be used to conduct an evaluation of the Superintendent. Formal training will include:

- The evaluation process;
- Evidence gathering;
- Review of the six components of the tool;
- Determination of the Superintendent's Student Growth and Assessment Rating;
- Calculation of the Final Score; and
- Rater reliability training.

The Superintendent Evaluation also provides step-by-step instructions for a Board of Education using the tool to evaluate its Superintendent. The tool instructs the Board to reach a consensus with respect to each Component. The Superintendent Evaluation tool then provides a process to reach a final evaluation rating.

SUPERINTENDENT EVALUATION SYSTEM

Introduction

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

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

This Evaluation Tool has been revised to reflect the 2023 legislative amendments to the Revised School Code. This Evaluation Tool is a performance Growth Tool to provide constructive feedback to the Superintendent and to promote growth between the Board of Education and the Superintendent. The 2023 legislative amendments include certain requirements that fall outside of the evaluation tool; those requirements are not addressed within the revised Evaluation Tool.

The revisions to this Evaluation Tool pursuant to the 2023 legislative amendments merge the growth aspect of this Evaluation Tool with the recent statutory amendments. The revised Evaluation Tool maintains four performance ratings for the six components, which promotes evaluator calibration and consistent application of the evaluation criteria. However, pursuant to the amended statutory requirements, there are three overall evaluation ratings. The overall evaluation rating is reported to the state.

Additionally, the legislative amendments provide that if the Superintendent is rated as highly effective or effective on 3 most recent consecutive evaluations, the school district or intermediate school district may choose to conduct an evaluation biennially instead of annually. [MCL 380.1249b(1)(m).] The performance evaluation system must include a midyear progress report each year that a school administrator (including a Superintendent) is evaluated. The midyear progress report must include specific performance goals for the remainder of the calendar year, that are developed by the Board or the Board's designee and any recommended training identified by the individual or designee that would assist the Superintendent in meeting these goals. [MCL 380.1249b(1)(n).]

The revised Evaluation Tool also removes Component 7, pursuant to the legislative amendments removing the requirement that the portion of administrator evaluations not based on student growth or on an evaluation tool be based on specific statutory factors. Previously, Section 1249b required that the portion of the evaluation that was not based on student growth and assessment data or the evaluation tool be based on specific factors, including the administrator's proficiency in using the evaluation tool for teachers; the progress made by the school district in meeting the goals set forth in the school or school district's improvement plan; pupil attendance in the school or school district; and student, parent, and teacher feedback. The 2023 legislative amendments removed this requirement. However, the statutory factors that were previously listed in Section 1249b are incorporated into Components 1 – 6 of the Evaluation Tool.

SUPERINTENDENT EVALUATION SYSTEM

Instructions

1. The midyear progress report must be completed each year the Superintendent is evaluated. The midyear progress report must be used as a supplemental tool to gauge the Superintendent's improvement from the preceding evaluation and to assist the Superintendent to improve.

    a. The midyear progress report must include specific performance goals for the remainder of the calendar year that are developed by the Board and Superintendent, and any recommended training that would assist the Superintendent in meeting these goals.

    b. The Board shall develop, in consultation with the Superintendent, a written improvement plan that includes these goals and training and is designed to assist the Superintendent to maintain and/or improve his or her rating.

    c. The performance goals may include a continuation of pre-existing goals applicable to the Superintendent.

2. When the Board is prepared to evaluate the Superintendent, a copy of the Superintendent Evaluation packet should be provided to each Board member. Each Board member should follow these instructions:

    a. For each Component in the Performance Evaluation Tool, read the introduction and performance indicators. These indicators are intended to provide objective examples of the characteristics and/or actions an effective Superintendent would exhibit with respect to this Component.

    b. Determine a rating for your Superintendent with respect to each Component. Check the rating you have chosen (Exemplary, Effective, Developing, or Needing Support).

    c. Provide comments in support of your rating. These comments will be helpful during the Board discussion when the Superintendent's overall evaluation rating is determined. The comments may include specific examples of actions or behavior, general thoughts or impressions, or feedback from parents, students, or staff.

    d. To the extent you have the information necessary to do so, rate the Superintendent on the Student Growth and Assessment portion of the evaluation. Provide comments in support of your ratings.

    e. Submit your individual forms to the Board President. The individual forms will be used by the Board President to facilitate the discussion about the Superintendent's performance during the Board meeting; the forms should not be retained following the meeting. While the Board's final evaluation of the Superintendent is subject to disclosure under the Freedom of Information Act, the forms used by individual Board members are not. See MCL 15.243(1)(m).

3. At the meeting at which the Superintendent evaluation is scheduled to be discussed, the Superintendent may request a closed session for the purpose of considering his or her evaluation. The Superintendent may remain present.

4. During the open or closed meeting, the Board President should facilitate a conversation about the Superintendent's performance, using the individual Board members' evaluation forms as guidance.

5. The Board should reach a consensus with respect to a rating for each Component and on the student growth and assessment portion of the evaluation. The Board should then follow the instructions herein to determine an overall rating for the Superintendent's evaluation.

6. The Board should adopt a final overall evaluation rating. Even if the meeting is held in closed session, the Board's decision to adopt an overall evaluation rating must be made in open session. See MCL 15.263. The Board President may wish to include comments that represent a consensus of the Board.

Midyear Progress Report and Written Growth Plan

GOAL #1: _____
_____

GOAL #2: _____
_____

GOAL #3: _____
_____

RECOMMENDED TRAINING (IF ANY IS AVAILABLE OR NEEDED):_____

_____

COMPONENT 1: VISIONARY LEADERSHIP

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

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

This Component evaluates whether the Superintendent:

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

Exemplary	Effective	Developing	Needing Support
▪ Articulates a clear and coherent vision for the District through words and actions. ▪ Exhibits the disposition of a learner, practices and applies new learning to further the mission of the District and the vision of the District. ▪ Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision. ▪ The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the District.	▪ Clearly communicates the District's vision to others in both writing and speech. ▪ Works to create alignment within actions, staffing and resources designed to engage stakeholders in the vision. ▪ Exhibits the disposition of a learner, practices and applies new learning to further the mission of the District and the vision of the District. ▪ The District vision is focused on student learning.	▪ References the District vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision. ▪ Is occasionally engaged in learning and sometimes incorporates new ideas to support the vision.	▪ Little or no evidence exists of a District vision implemented in the work of the District. ▪ Actions, staffing and resources have little connection to a vision. ▪ It is difficult to know what the District stands for.

Component 1 Rating (Check One):

Exemplary **Effective** **Developing** **Needing Support**

Comments:

COMPONENT 2: POLICY AND GOVERNANCE

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

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

This Component evaluates whether the Superintendent:

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

Exemplary	Effective	Developing	Needing Support
▪ Develops an exemplary system of policy consideration and revision. ▪ The District takes pride in the equitable enforcement of District Policies, particularly Board Policies and Administrative Regulations. ▪ Proactively and effectively engages the Board in the work of advancing organizational goals.	▪ Fully engaged in policy work. ▪ Appropriately and equitably enforces policies. ▪ Demonstrates reasonable value of a healthy working relationship with the Board. ▪ Effectively engages the Board in the work of advancing organizational goals.	▪ Engages minimally in policy work. ▪ Unevenly or inequitably applies District Policies. ▪ Occasionally demonstrates behavior indicating a value of a healthy working relationship with the Board. ▪ Sometimes engages the Board in the work of advancing organizational goals.	▪ Not engaged in work related to policies and does not enforce District policies. ▪ Behavior indicates a lack of value in a healthy working relationship with the Board. ▪ Does not engage the Board in the work of advancing organizational goals.

Component 2 Rating (Check One):

Exemplary **Effective** **Developing** **Needing Support**

Comments:

COMPONENT 3: INSTRUCTIONAL LEADERSHIP

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

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

This Component evaluates whether the Superintendent:

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

Exemplary	Effective	Developing	Needing Support
▪ Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction. ▪ Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement. ▪ Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the District. ▪ Uses data about teaching practice to guide specific improvement efforts.	▪ Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching. ▪ Actively developing the expertise to influence and mobilize action among teachers within the complex culture of the District and wider professional community. ▪ Teachers are observed and given face-to-face feedback by an administrator based on the observation.	▪ Participates in professional development based on feedback and student performance data. ▪ Participation in District-led professional development is inconsistent. ▪ Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.	▪ A shared understanding of instruction is not evident in the district. ▪ Professional development is infrequent and is not connected to student or staff performance data. ▪ A year-long plan for professional development of the District does not exist or is inadequate. ▪ There are no or few effective teacher planning teams. ▪ There is no consistent system in place for teacher observation and feedback.

Component 3 Rating (Check One):

Exemplary **Effective** **Developing** **Needing Support**

Comments:

COMPONENT 4: COMMUNICATION AND COMMUNITY RELATIONS

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

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

This Component evaluates whether the Superintendent:

4.1 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments).

4.2 Collaborates with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

4.3 Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the District.

4.4 Understands the role of media in shaping and forming opinions and engages the media to promote the District's interests.

Exemplary	Effective	Developing	Needing Support
▪ Communicates key information to stakeholders in an appropriate and timely manner. ▪ Alert to potential issues; predicts and shares possibilities with School Board in advance. ▪ Constituent groups report a positive relationship with District leadership. ▪ Has influence in the District and beyond in supporting student learning.	▪ Keeps staff, students and parents informed on a regular basis. ▪ Communication with individuals and groups is seen as clear and effective. ▪ The majority of staff and students identify positively with District leadership. ▪ Works as a member of a District team to positively influence education decisions.	▪ Advocates for some students and families. ▪ Stakeholders frequently feel out-of-the-loop. ▪ Many staff members do not feel positive about District leadership. ▪ Staff and students do not feel stimulated to do their best work.	▪ Ineffective in communication with staff, parents and students. ▪ Staff and students feel undermined by the lack of leadership in the school. ▪ Not aware of the undercurrents with staff or the District environment.

Component 4 Rating (Check One):

Exemplary **Effective** **Developing** **Needing Support**

Comments:

COMPONENT 5: ORGANIZATIONAL MANAGEMENT

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

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

This Component evaluates whether the Superintendent:

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

Exemplary	Effective	Developing	Needing Support
▪ Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning. ▪ Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance. ▪ Students and staff hold each other accountable for high quality performance. ▪ Develops and manages a budget that maximizes the learning goals of the District. ▪ Supportive partnerships are developed and managed to enhance learning experiences.	▪ Establishes a clear set of operating procedures for effective operation of the district. ▪ Discipline of students is handled fairly, and consequences are used to maximize student learning. ▪ Students and staff are held accountable for their performance and conduct. ▪ The annual budget is adhered to with approved variances.	▪ Expectations for staff and students are inconsistent and not well known. ▪ The daily operating procedures are occasionally followed but are frequently changed. ▪ The budget does not support the District's priorities and budget category limits are not always followed.	▪ Management of the operations of the District is poor or non-existent. ▪ The District is disorderly, disorganized and there is a feeling that the district is "out-of-control." ▪ Budget guidelines are not adhered to and/or the budget is not related to a vision for the District.

Component 5 Rating (Check One):

Exemplary **Effective** **Developing** **Needing Support**

Comments:

COMPONENT 6: PROFESSIONALISM AND ETHICS

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

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

This Component evaluates whether the Superintendent:

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

Exemplary	Effective	Developing	Needing Support
▪ Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning. ▪ Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage. ▪ Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps. ▪ Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.	▪ Treats students and staff fairly and shows respect at all times. ▪ Is grounded in shared District values for how to do the work of leadership and learning. ▪ Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps. ▪ Demonstrates self-awareness and uses reflection to improve practice.	▪ Actions and intentions are not always clear and transparent. ▪ Fairness to staff and students is frequently raised as an issue. ▪ Reflects on practice but does not always implement changes from that learning.	▪ Actions and intentions are not always grounded in shared District values. ▪ Has demonstrated inconsistent or unethical behavior and does not always stand by their word. ▪ Is not self-aware and does not reflect on their practice.

Component 6 Rating (Check One):

Exemplary **Effective** **Developing** **Needing Support**

Comments:

PERFORMANCE EVALUATION TOOL
OVERALL RATING

1. Transfer your ratings from the Components to this page.

Component 1: Visionary Leadership

Exemplary Effective Developing Needing Support

Component 2: Policy and Governance

Exemplary Effective Developing Needing Support

Component 3: Instructional Leadership

Exemplary Effective Developing Needing Support

Component 4: Communication and Community Relations

Exemplary Effective Developing Needing Support

Component 5: Organizational Management

Exemplary Effective Developing Needing Support

Component 6: Professionalism and Ethics

Exemplary Effective Developing Needing Support

2. Come to a consensus as a Board with respect to an overall rating on the evaluation tool component.

Overall Rating on the Performance Evaluation Tool (Check One):

Exemplary* **Effective** **Developing** **Needing Support**

Comments:

* Although this Evaluation Tool maintains four performance ratings, an overall performance evaluation rating of exemplary will be reported as "effective" pursuant to the 2023 legislative amendments.

STUDENT GROWTH AND ASSESSMENT DATA

Pursuant to Michigan's Revised School Code, beginning in the 2024-2025 school year, 20% of a Superintendent's annual evaluation must be based on student growth and assessment data. The legislative amendments to Section 1249b no longer mandate that for a central office school administrator, student growth be measured by the aggregate student growth and assessment data that are used for the entire school district or intermediate school district. However, our tool is designed to continue to use the aggregate student growth and assessment data, which is operationalized by applying the mid-point of the entire school district or intermediate school district, for the underlying policy reasons and because this Evaluation Tool is a growth tool – student growth derives from the performance of teachers and students, not by directives.

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

Student Growth and Assessment Rating for Teachers:

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

Exemplary **Effective** **Developing** **Needing Support**

Student Growth and Assessment Rating for Superintendent:

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

Exemplary **Effective** **Developing** **Needing Support**

Comments:

DEVELOPING A FINAL RATING

1. The Superintendent's overall evaluation rating is based on two categories:

    a. The Superintendent's rating by the Board on the performance evaluation tool; and

    b. The Superintendent's rating on student growth and assessment.

2. Check the rating determined by the Board for each of these categories:

    Performance Evaluation Tool:

    Exemplary* Effective Developing Needing Support

    Student Growth and Assessment:

    Exemplary* Effective Developing Needing Support

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

Rating	Numerical Score
Exemplary*	3
Effective	3
Developing	2
Needing Support	1

    The overall rating is based on consensus.

4. The Superintendent's overall evaluation rating is comprised of 80% of the performance evaluation tool rating and 20% of the student growth and assessment rating. Follow the steps below to determine your Superintendent's final rating:

	Rating (exemplary, effective, developing or needing support)	**Numerical Score** (3, 2, or 1 - see table above)	
Performance Evaluation Tool			x 8.0 = _____
Student Growth and Assessment			x 2.0 = _____
			Sum of above two numbers: _____

* Although this Evaluation Tool maintains four performance ratings, an overall performance evaluation rating of exemplary will be reported as "effective" pursuant to the 2023 legislative amendments.

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

30-23	22-15	14-10
Effective	Developing	Needing Support

FINAL OVERALL EVALUATION RATING

Overall Evaluation Rating (Check One):

Effective **Developing** **Needing Support**

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

Board Comments:

Updated: May 2024

PERFORMANCE IMPROVEMENT PLAN

***Only required if Superintendent received final rating of <u>developing</u> or <u>needing support.</u>**

If the Superintendent receives a final rating of developing or needing support, the Board must develop and require the Superintendent to implement a Performance 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 or her next annual evaluation." MCL 380.1249b(1)(k).

1. To develop a Performance Improvement Plan, we suggest the Board first look at the specific components in which the Superintendent received ineffective or minimally effective ratings.

Below, circle the components in which the Superintendent was rated <u>developing</u> or <u>needing support</u>:

1) Visionary Leadership
2) Policy and Governance
3) Instructional Leadership
4) Communication and Community Relations
5) Organizational Management
6) Professionalism and Ethics
7) Student Growth and Assessment

2. Develop goals for the Superintendent, focusing on those components in which the Superintendent received ratings of developing or needing support. It may be helpful to refer to the characteristics of an effective Superintendent when developing goals.

Performance Improvement Goals:

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____

3. The law requires the Performance Improvement Plan to recommend professional development opportunities and other actions to improve the rating of the Superintendent on his or her next annual evaluation. We recommend the Board work in collaboration with the Superintendent to determine appropriate professional development opportunities or other actions that should be taken.

Recommended Professional Development Opportunities and Other Actions:

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____