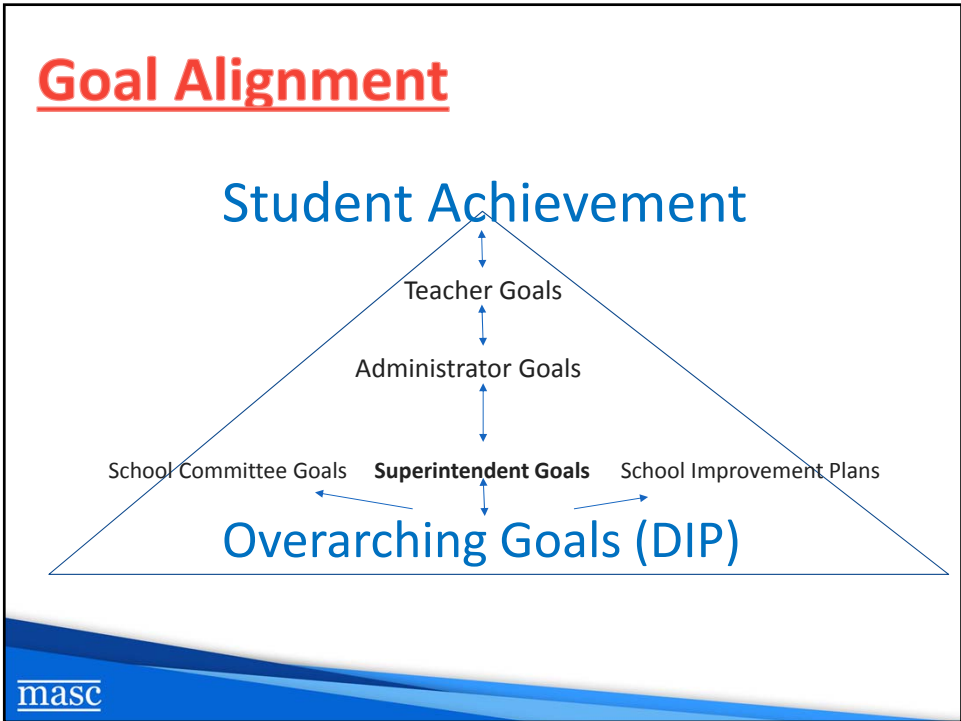



Evaluating the Superintendent

Guide to the Evaluation Process



Superintendent Evaluation

- Part of the evaluation system for all educators
 - Makes educator evaluation more effective and linked to student achievement
 - Strategy for improving educator professional practice
 - Links multiple criteria to measuring educator success
- MA Board of Elementary and Secondary Education requires some elements
- All districts must implement

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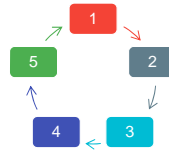
What We Need to Know About Superintendent Evaluation

- ✓ Requires greater attention to evaluation
- ✓ Components may be new to many school committees
- ✓ Annual evaluations are required in most cases
- ✓ A standard format must be used, with the flexibility to **adapt** tool to district needs

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Three Key Components

1. Five step cycle



2. Two part tool

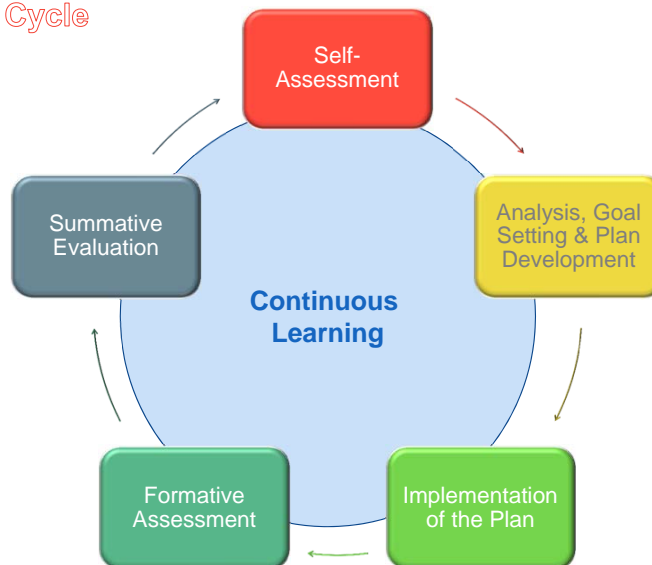


3. Multi-part Rating System



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5 Step Cycle



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Evaluation Tool: Part 1

SMART Goals

- ✓ **S**pecific * Strategic
- ✓ **M**easurable
- ✓ **A**ction-oriented
- ✓ **R**igorous, Realistic & Result-focused
- ✓ **T**imed & Tracked

SMART Goals have:

- ✓ Key Actions
- ✓ Benchmarks

Goal Areas

- Professional Practice
- Student Learning
- District Improvement

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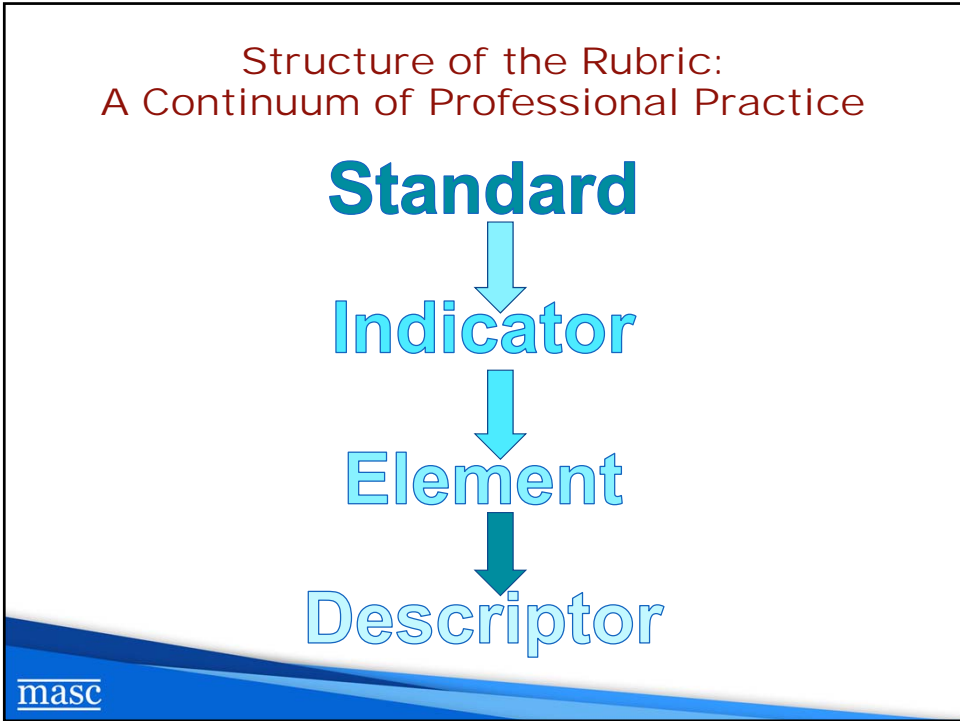
Evaluation Tool: Part 2

STANDARDS AND INDICATORS OF EFFECTIVE PROFESSIONAL PRACTICE

- Instructional Leadership
- Management and Operations
- Family & Community Engagement
- Professional Culture

Source: DESE Educator Evaluation Regulations

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Standard I: Instructional Leadership

- **Indicator I-A: Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.

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RATING SYSTEM

SUMMATIVE PERFORMANCE RATING ON:

GOALS:

- ✓ *Exceeded*
- ✓ *Met*
- ✓ *Significant Progress*
- ✓ *Some Progress*
- ✓ *Did Not Meet*

STANDARDS:

- ✓ *Exemplary*
- ✓ *Proficient*
- ✓ *Needs Improvement*
- ✓ *Unsatisfactory*

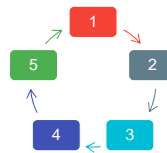
OVERALL SUMMATIVE RATING: *Exemplary, Proficient, Needs Improvement, Unsatisfactory*

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Three Key Components

1. Five step cycle

Self-Assessment, Goal Setting, Implementation, Mid-cycle Review



2. Two part tool

SMART Goals & Performance Rubric

Part 1 - Goals

Part 2 - Standards

3. Multi-part Rating System

Rating on Goals, Standards & Summative Rating



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How Does it Work?



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Create Evaluation Document

Work with Superintendent to draft goals

- ✓ Can use subcommittee to begin work
- ✓ School Committee has final approval

Identify Standards, Indicators and Elements from Rubric

- ✓ All Standards must be evaluated

Decide on Weighting of Standards

Discuss Artifacts of Evidence

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Document Development Checklist

- ✓ **Agree on Goals**
 - ✓ Think about OUTCOMES
- ✓ **Agree on applicable Elements in Rubric**
 - ✓ Not too many
- ✓ **Determine weighting of Standards**
 - ✓ Does any area need special attention?
- ✓ **Discuss Evidence**
 - ✓ What will help the Committee understand the work?
- ✓ **Create Year-Long Agenda**
 - ✓ Monitor progress throughout the year, not just at the end

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Required vs. Optional

REQUIRED

- **4 SMART Goals in 3 areas**
 - District Improvement
 - Student Learning
 - Professional Practice
- **Ratings on all 4 Standards**
 - Instructional Leadership
 - Management & Operations
 - Family & Community Engagement
 - Professional Culture
- **Overall Summative Rating**

OPTIONAL

- Do not need to use all Elements & Indicators
- Can weight Standards differently
- Timing of Evaluation cycle
- How Evaluation is used
- Process for completing evaluation

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Completing the Evaluation

1. Committee members complete individual evaluations
 - Superintendent self-assessment
 - Portfolio of evidence
 - Form to complete evaluation
2. Composite Evaluation prepared
 - Chair or Designee
 - Subcommittee
 - *Discuss process for preparation*
3. Discussed and voted on by full Committee at a public meeting
 - New SJC ruling may require a change to your process

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DESE Links

- Superintendent Rubric:
 - http://www.doe.mass.edu/eval/model/PartIII_AppxA.pdf
- Evaluation Form Template:
 - <http://www.doe.mass.edu/eval/resources/evalforms/EndCycle-SumEvalReport-supt.pdf>

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