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EXPLANATION: EVALUATION OF THE SUPERINTENDENT

New Superintendent Evaluation Requirements

MSBA has revised this policy to assist districts in complying with the new employee evaluation requirements the State Board of Education committed to as part of the Elementary and Secondary Education Act (ESEA) flexibility waiver granted by the U.S. Department of Education. This policy also complies with the Missouri School Improvement Program (MSIP) 5 process standards.

The Department of Elementary and Secondary Education (DESE) has been in the process of soliciting input and revising educator evaluation recommendations since 2008. In 2012, Missouri received an ESEA flexibility waiver from the U.S. Department of Education. This waiver requires the state of Missouri to address three principles: "college- and career-ready expectations for all students; state-developed recognition, accountability and support; and supporting effective instruction and leadership." Pursuant to the waiver, every district in Missouri must have an effective evaluation process in place by the 2014–2015 school year. An effective evaluation process is one that is aligned with the Essential Principles of Effective Evaluation (Essential Principles) as defined in the Missouri Code of State Regulations.

DESE, in cooperation with education organizations, educators and others, has developed model evaluation tools for teachers, leaders and superintendents, and the DESE model incorporates the Essential Principles. Districts have the option of using the DESE model or creating their own evaluation process and forms as long as they are based on the Essential Principles.

This policy was also revised to align with current research on effective educator evaluation and recommendations from DESE.

This policy requires the Board and the superintendent to work cooperatively to choose those aspects of the superintendent's performance that will be the focus of the evaluation. If the DESE model is used, those aspects of performance would be the quality indicators assigned to the standards. Another model may use a term other than "quality indicators" to describe the specific aspects of performance that will be the focus of the evaluation. For this reason, MSBA uses the more general "areas of focus" in addition to the DESE-specific "quality indicators."

Districts may modify this policy, but districts must be advised that any process the district uses must conform to the Essential Principles! The Board may need to change its current practices to conform to the new requirements. For example, many Boards only devote one meeting per

year to the superintendent's evaluation and do not provide "ongoing" feedback to the superintendent about his or her performance. This will need to change.

A copy of the DESE model superintendent evaluation, including the superintendent standards, is available at:

<http://www.dese.mo.gov/eq/documents/eq-ees-superintendent-evaluation.pdf>.

The Essential Principles are explained at:

<http://www.dese.mo.gov/eq/essprinoverview.htm>.

MSBA Training for Superintendent Evaluation Processes

MSBA offers two methods of assistance for Board members transitioning to the new state-required superintendent evaluation process:

1. Performance-Based Superintendent Evaluation Workshop

This two- to three-hour session focuses on evidence-based practices for Board evaluation of the superintendent in the context of the Missouri Educator Evaluation System requirements. This session also addresses:

- ▶ The Missouri superintendent standards
- ▶ The benefits of aligning all district evaluation tools and processes
- ▶ How to use the Missouri Model Superintendent Evaluation

Cost: \$150 per hour plus mileage reimbursement not to exceed \$100.

2. Understanding the Missouri Model Superintendent Evaluation: Online Training

This video series is designed to help school boards and superintendents become familiar with the requirements for educator evaluations in effect for the 2014–2015 school year and the Missouri Model Superintendent Evaluation. The videos follow a fictional School Board in a series of Board meeting vignettes over a period of about four months as they work through the process of superintendent evaluation.

Districts may register on the MSBA website. The cost is \$75.

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Additional Evaluation Concerns

MSBA encourages boards of education to make employment decisions regarding the superintendent in accordance with the evaluation process outlined in this policy. However, MSBA also acknowledges that superintendent employment decisions can be influenced by factors other than the areas of focus or indicators selected as part of a planned evaluation process. Sometimes the superintendent is not even made aware of concerns until it is too late to resolve them. The Board should address any concerns with the superintendent as they arise. Allowing them to fester unaddressed will not be good for the district in the long run.

This policy includes a requirement for Board members to share concerns about the superintendent with the superintendent or the Board president so that concerns can be addressed at the next properly noticed meeting of the Board. For example, if a Board member is concerned that the superintendent is not always welcoming to parents/guardians, the Board member should express his or her concern directly to the superintendent. If the matter is not resolved, the Board member should contact the Board president to ensure there is a place on the closed meeting agenda to discuss the concern. After discussion, the Board as a whole should determine what action, if any, should be taken, which could include modifying the currently selected areas of focus or indicators. However, the Board may also choose to take no action, simply discuss the concern with the superintendent, or create an improvement plan for the superintendent. MSBA has created a template for an improvement plan (CBG-AF) the district may use.

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
X	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

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EVALUATION OF THE SUPERINTENDENT

The Board of Education will annually evaluate the performance ~~of the superintendent according to written standards set by the Board in consultation with the superintendent's performance using an evaluation instrument reflecting the Essential Principles of Effective Evaluation as adopted by the Missouri State Board of Education.~~ **complete a summative evaluation** This formal evaluation will take place prior to any action to renew or extend the superintendent's contract. **The primary purpose of the evaluation is to improve student performance by promoting the continuous growth of the superintendent in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP).** Results of the evaluation will inform employment and compensation decisions, but may not be the exclusive factor considered.

The Board may evaluate the superintendent at any other time throughout the year, in addition to the annual formal evaluation. ~~Additional evaluations may be formal or informal.~~

~~Evaluation Objectives~~

~~The purpose of the evaluation is to improve administrative leadership as follows:~~

- ~~▶ Clarify the superintendent's administrative leadership role.~~
- ~~▶ Maintain a harmonious working relationship between the superintendent and the Board.~~
- ~~▶ Establish accountability for the school system.~~
- ~~▶ Ensure that Board policies are being administered effectively.~~
- ~~▶ Provide direction and performance expectations for the upcoming year.~~

Evaluation Standards

The Board will measure performance based on the Missouri Superintendent Standards. In accordance with these standards, the superintendent demonstrates the knowledge and ability to ensure the success of all students by:

- 1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.**
- 2. Promoting a positive school culture and an effective instructional program, applying best practices to student learning and designing professional growth plans for staff.**

3. Leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.
5. Acting with integrity and responsibility and in an ethical manner.
6. Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.
7. Remaining current on best practices in education administration and school-related areas as evidenced by establishing a plan for his or her professional development each year.

Formal Evaluation Preparation Process

- ▶ During July or August, the Board and superintendent will meet to establish goals for the upcoming year and re-evaluate or confirm performance expectations created after the last evaluation, if applicable.
- ▶ At least once a year, each Board member will complete an individual rating instrument, providing input for each performance area and written comments when needed or desired.
- ▶ The Board president will collect from each Board member his or her completed instrument, compile the results and provide a formal summative evaluation for each area.
- ▶ The Board will meet and discuss the formal evaluation, finalize the evaluation for presentation to the superintendent and discuss preliminary expectations for the upcoming year.
- ▶ The Board president will give the formal evaluation to the superintendent at least three business days prior to the formal evaluation meeting to provide the superintendent with adequate time to review the evaluation. The superintendent may respond in writing if he or she disagrees with any portion of the evaluation.

Formative Evaluation

The Board and superintendent will meet regularly during the formative evaluation period to discuss the superintendent's progress toward established goals.

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The superintendent and Board will jointly identify three to five areas of focus or quality indicators for the upcoming year's evaluation. This will be done within the first six weeks of employment for a new superintendent and at the end of the previous school year, or in conjunction with the previous year's summative evaluation, for a returning superintendent.

Chosen areas of focus or quality indicators must be aligned with the district's current CSIP. The areas of focus or quality indicators may be changed throughout the year as circumstances dictate.

At the request of the Board, the superintendent will regularly, but at least twice prior to the summative evaluation, report progress on all chosen areas of focus or quality indicators. The report will include specific evidence supporting the superintendent's progress.

After each report the Board will consider the evidence presented, may request additional evidence and will record the progress made on the formative evaluation form.

Summative Evaluation

The summative evaluation incorporates all the information accumulated through the formative evaluation process. It reflects the Board's final assessment of the superintendent's performance.

The Board will meet prior to the superintendent's summative evaluation. Each Board member will prepare an individual assessment of the superintendent's progress on the selected areas of focus or quality indicators and any other issues that arose during the formative evaluation process. During the meeting, members will reach a consensus regarding the superintendent's progress based on the individual evaluations contributed by each member. The Board president will create a consensus evaluation, provide a copy to each Board member and the superintendent, and then destroy the individual evaluations.

The superintendent and the Board will meet to discuss the results of the summative evaluation. The superintendent will be provided a copy of the evaluation and given the opportunity to respond in writing to any item on the evaluation.

Additional Evaluation Factors

Nothing in this evaluation process prevents the Board from addressing additional concerns related to the superintendent's performance as they arise throughout the year. Board members with concerns are required to share those concerns with the rest of the Board at the first opportunity. The Board will then determine whether the concern requires a modification to the selected areas of focus or quality indicators or whether a separate action is necessary or more appropriate.

Evaluation Meeting

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- ~~▶ The Board and the superintendent will meet in closed session to discuss the formal evaluation.~~
- ~~▶ Shortly after the superintendent's evaluation, the Board, in consultation with the superintendent, will cooperatively establish performance expectations for the upcoming year in line with the district's goals and the superintendent's job description and evaluation. These expectations will become a part of the Board's evaluation of the superintendent the following year.~~

Superintendent's Personnel File

The ~~formal~~ **summative** evaluation and any written responses by the superintendent will be maintained in the superintendent's permanent file in accordance with the state retention manual applicable to schools.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: **FIELD**(AdoptDate)

Revised:

Cross Refs: **GBL, Personnel Records**

Legal Refs: §§ 168.201, .410, RSMo.
5 C.S.R. 20 - 400.375

FIELD(DistrictLocationLine)