



**EATON
RESA**

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Superintendent Evaluation Postings and Assurances

In November 2015, Public Act 173 was signed into law, providing important clarity to the ongoing policy discussions about the direction of educator evaluation in Michigan. Please click the link below to review Public Act 173 of 2015:

http://www.legislature.mi.gov/documents/2015-16/publicat/pdf/2015_PA_0173.pdf

Superintendent Evaluation Tool

The Eaton RESA Board of Education adopted the “**The Michigan Association of School Board’s 2016 Superintendent Evaluation**” tool for use in evaluating the district’s superintendent during the 2016-2017 school year.

Research Base for the Evaluation Framework, Instrument and Process [Section 1249 (3)(a)]

The following research base supported the development of the Michigan Association of School Board’s (MASB) Superintendent Evaluation tool: 1) National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders*. This consortium of professional organizations including the National Associations of Elementary and Secondary School Principals and the American Association of School Administrators reviewed empirical research and sought input from researchers to determine current leadership demands and effective leadership behaviors; and 2) Midcontinent Research for Education and Learning (2006). *School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement*. To determine the influence of district superintendents on student achievement, McREL, an education research organization, conducted a meta-analysis of research on the influence of school district leaders. The research identified characteristics of effective schools, leaders and teachers and examined findings from 27 studies using rigorous, quantitative methods.

Identification and Qualifications of the Author [Section 1249 (3)(b)]

The Michigan Association of School Boards (MASB) has worked with boards of education and Superintendents across the state since 1949. Evaluation of the Superintendent and development of evaluation tools has been a key aspect of this work. The following MASB staff were involved in creating the 2016 Superintendent Evaluation instrument based on the work of the New York Council of School Superintendents:

- Rodney Green, PhD., retired Superintendent of Schools, East China
- Olga Holden, PhD., retired Director of Leadership Services, MASB
- Donna Oser, CAE, Director of Executive Search and Leadership Development, MASB
- Debbie Stair, MNML, Board Development Manager, MASB

Evidence of Reliability, Validity, and Efficacy [Section 1249 (3)(c)]

The MASB Superintendent Evaluation instrument has three intended outcomes: 1) accurately assess the level of a superintendent's job performance, 2) improve the superintendent's professional practice and impact on student learning, and 3) to advance the goals of the district. Construct validity was established for the Superintendent Evaluation instrument using a panel of experts familiar with the research and work of the effective school superintendent. Through examination of the research, performance indicators were identified for measure and the scale of measurements was refined.

MASB will seek to establish efficacy of the MASB 2016 Superintendent Evaluation instrument by surveying school board members and superintendents from a representative sample of districts to ascertain the extent to which: 1) the district followed the prescribed process for conducting the evaluation, and 2) the evaluation instrument and prescribed process supported the stated outcomes for the instrument.

MASB will seek to establish the test-retest reliability of the 2016 Superintendent Evaluation instrument. A representative sample of school districts using the instrument will participate in a reliability study by conducting an assessment midway through the evaluation cycle and again at the end of the evaluation cycle. Scores from the two assessments will then be correlated in order to evaluate the test for reliability. A coefficient of 7.0 or higher will indicate acceptable reliability.

Evaluation Framework and Rubric [Section 1249 (3)(d)]

The MASB 2016 Superintendent Evaluation instrument is a rigorous, comprehensive model to assist superintendents improve their leadership over time, positively impact student achievement and advance district goals. The instrument is comprised of five domains: 1) Governance and Board Relations, 2) Community Relations, 3) Staff Relations, 4) Business and Finance, 5) Instructional Leadership. Other required components of the evaluation include: Student Growth and Progress toward District Goals.

The complete evaluation framework and rubric can be found on the MASB website at the link below:

<http://www.masb.org/postingrequirements>

Description of the Evaluation Process, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249 (3)(e)]

At the beginning of the year in which the evaluation is to occur, the Board of Education and Superintendent convene a meeting in public to plan the evaluation in terms of a timeline, checkpoints, evidence to be used, processes for compiling evidence, conducting the evaluation conference, sharing evaluation results and establishing a performance improvement plan, if needed.

During the course of the year, the Board of Education and Superintendent meet at key points in the evaluation cycle to have the superintendent provide an update on progress and share available evidence on an informal and formal basis. In the last month of the annual evaluation cycle, the Superintendent conducts a self-evaluation and presents a portfolio of evidence, including student growth measures and progress on district goals to the Board of Education for review prior to conducting the evaluation meeting and determining an overall performance rating. The Superintendent will receive one of the following performance ratings: highly effective, effective, minimally effective or ineffective on their summative evaluation.

If the Superintendent is rated as minimally effective or ineffective, the Board of Education must develop and require the superintendent to implement an improvement plan to correct deficiencies noted in the evaluation. The performance improvement plan must recommend professional development and other actions designed to improve the rating of the superintendent on their next annual evaluation.

More information and details on the recommended MASB Superintendent Evaluation process can be found at the link below:

<http://www.masb.org/postingrequirements>

Description of Plan for Providing Evaluators with Training [Section 1249 (3)(f)]

MASB provides training on its 2016 Superintendent Evaluation instrument to board members and superintendents via a cadre of certified trainers. The following training is available: 1) Fundamentals of Evaluation – which covers the legal requirements, essential elements of a performance evaluation system and processes for establishing superintendent performance goals; and 2) Instrument-Specific Training – which covers the use and implementation of the 2016 MASB Superintendent Evaluation instrument including the cycle and process for the evaluation, rating superintendent performance on the rubric and use of evidence to evaluate superintendent performance.

The Eaton RESA Board of Education and Superintendent will participate in the Instrument-Specific Training to fulfill the requirement of evaluator training for board members as well as evaluate training for the superintendent during 2016-2017.

For questions or additional information, please contact Cindy Anderson, Superintendent at canderson@eatonresa.org