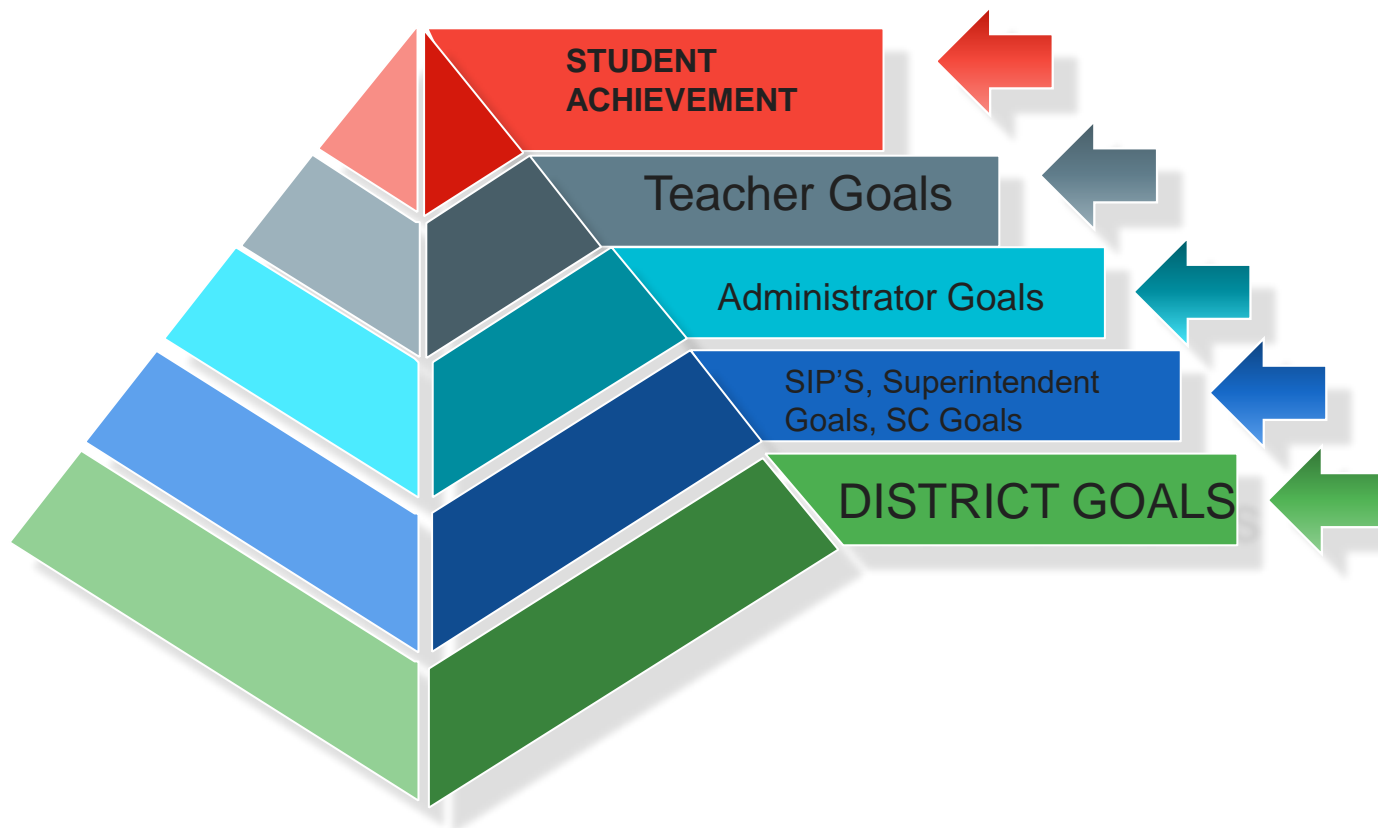# Evaluating the Superintendent
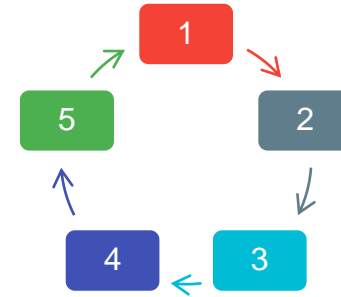
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Goal Alignment

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

- ✓ Annual evaluations are required in most cases

- ✓ A standard format must be used, with the flexibility to **adapt** tool to district needs
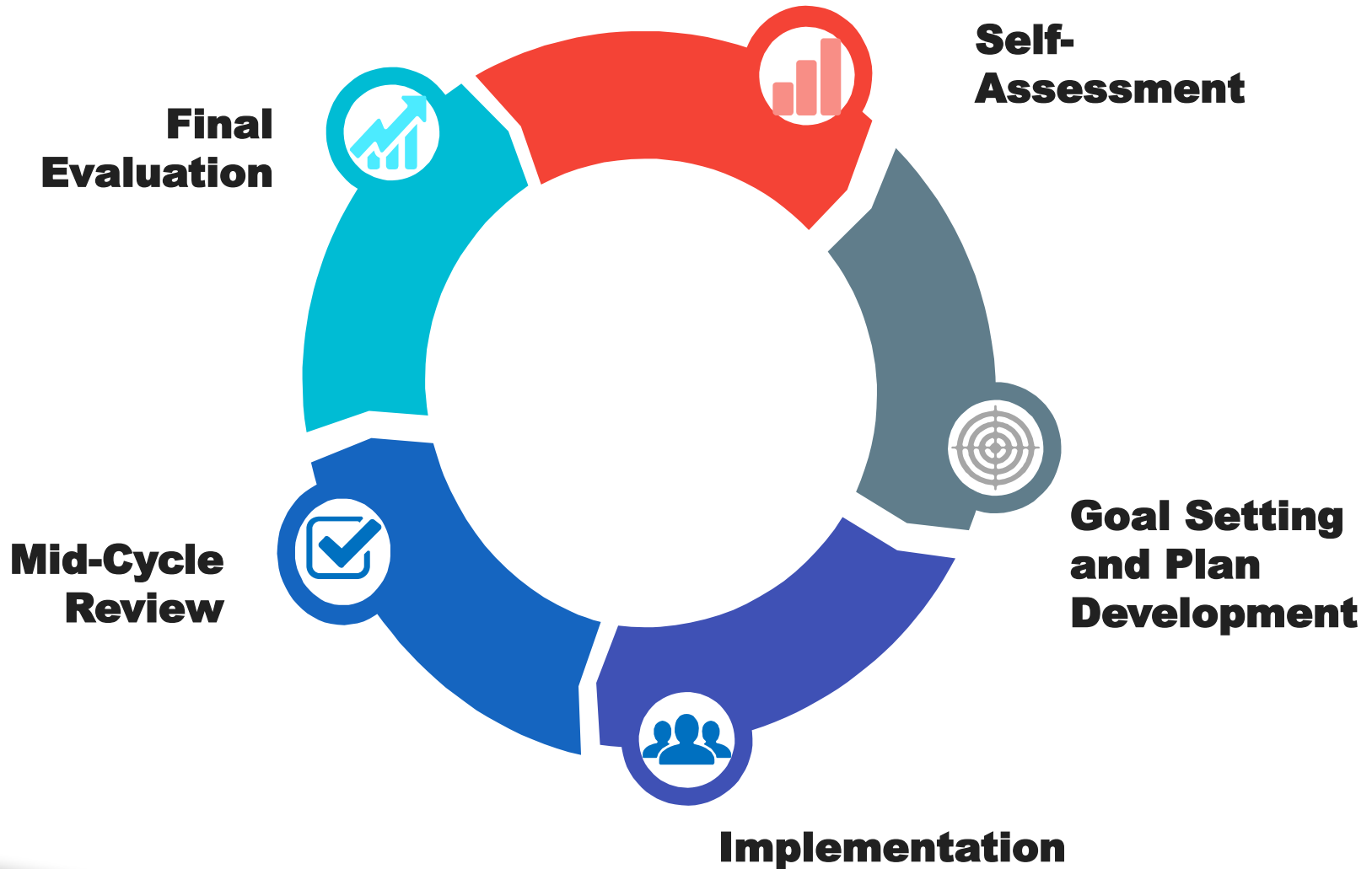
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Three Key Components

1. Five step cycle

2. Two part tool

Part 1 - Goals

Part 2 - Standards

3. Multi-part Rating System

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5 Step Cycle

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

➢"The Standards and Indicators for both administrators and teachers establish a statewide understanding about what effective leadership and teaching practice look like."

➢Instructional Leadership

➢Management and Operations

➢Family & Community Engagement

➢Professional culture

Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A: Curriculum	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to **ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes**.	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.

RATING SYSTEM

SUMMATIVE PERFORMANCE RATING ON:

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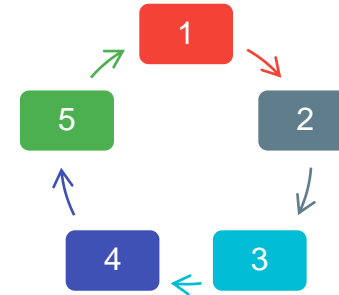- ✓ *Some Progress*
- ✓ *Did Not Meet*

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?

Create Evaluation Document

Work with Superintendent to draft goals
- ✓Can use subcommittee to begin work
- ✓School Committee has final approval

Identify Standards, Indicators from Rubric
- ✓All Standards must be evaluated

Discuss Evidence

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Document Development Checklist

✓ **Agree on Goals**

   ✓ Think about OUTCOMES

✓ **Agree on applicable Indicators in Rubric**

   ✓ Not too many

✓ **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

- SMART Goals in 2 or 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 Indicators
- Timing of Evaluation cycle
- Weighting of Standards
- How Evaluation is used
- Process for completing evaluation

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Completing the Evaluation

1. Committee members complete individual evaluations
   - Superintendent self-assessment
   - Evidence of progress/proficiency
   - Form to complete evaluation

2. Composite Evaluation prepared
   - Chair or Designee
   - Subcommittee
   - *Discuss process for preparation*

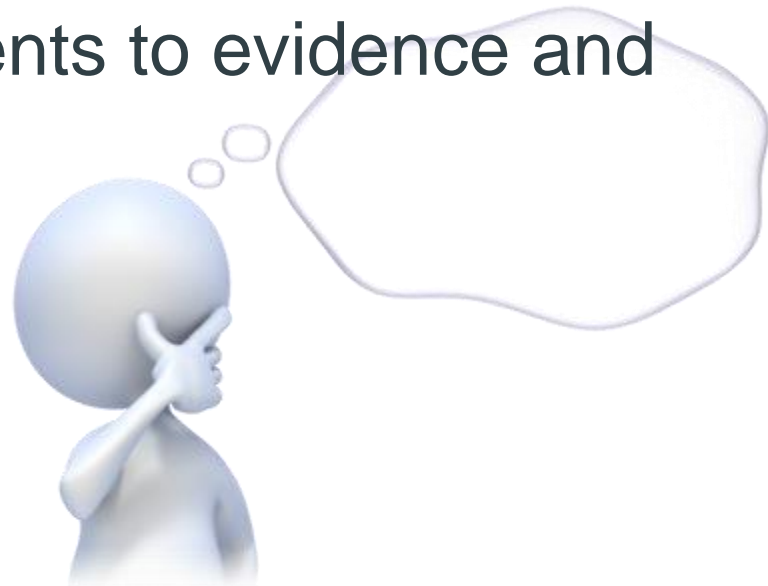3. Discussed and voted on by full Committee at a public meeting

Composite

- One document where everyone can hear their voice

- How are composite ratings determined?
  - Not a just a tally
  - Not an average

- How are comments handled?

Keep in Mind

- Evidence & self-assessment provided

- Your observations

- Timeframe

- Tie ratings and comments to evidence and observations

GOALS

➢ Specific to individual and to district

➢ Consider progress made on action items in goals

➢ Refer to evidence provided

STANDARDS

➢ "The Standards and Indicators for both administrators and teachers establish a statewide understanding about what effective leadership and teaching practice look like."

  ➢ Instructional Leadership

  ➢ Management and Operations

  ➢ Family & Community Engagem

  ➢ Professional culture

Proficient

➢Is understood to be fully satisfactory. This is a rigorous expected level of performance. It is a demanding, but attainable level of performance.

Exemplary

➢A level of performance that exceeds the already high standard of Proficient. Reserved for performance that is of such a high level that it could serve as a model for leaders regionally or statewide.

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Needs Improvement

➢ Performance that is below the requirements of a Standard, but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Unsatisfactory

➢ The rating is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered in adequate or both.

MASC Resource

1. Member Resources
2. Resource Publications
3. Superintendent Evaluation

https://www.masc.org/images/forms/memberresources/MASC_Superintendent-Evaluation_2020.pdf

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DESE Resources

✓ Implementation Guidance
✓ Rubrics
✓ 5 Part Video Series:

      Making the Most of the Opportunity
      Organizing the Process
      Putting Goals at the Center
      Assessing Progress and Performance
      Deciding and Reporting Ratings

http://www.doe.mass.edu/edeval/resources/evaluation/default.html

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