MASB
MICHIGAN ASSOCIATION OF SCHOOL BOARDS

SUPERINTENDENT
EVALUATION INSTRUMENT

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Revised for 2024-25

Introduction

The Revised School Code requires school boards to evaluate their superintendent's job performance annually as part of a comprehensive performance evaluation system that takes into account student growth and assessment data. MASB is pleased to provide this superintendent evaluation instrument based on the requirements of the Revised School Code. The instrument provides school districts a straightforward option for superintendent evaluation. It may be used alone or in conjunction with a facilitated evaluation.

Professional Standards for Educational Leaders

This evaluation instrument is based in part on two bodies of research: *The Professional Standards for Educational Leaders,* which were reviewed and published by the National Policy Board for Educational Administration in 2015 and *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* which was conducted by Mid-continent Research for Education and Learning (McREL) in 2006. For detailed information on the research base, please consult the appendixes of this document.

Requirements, Process, Timeline and Resources

Please consult the appendixes of this document for considerable supplementary information and guidance on superintendent evaluation.

Scoring

MASB recommends scoring on the rubric be limited to whole numbers (1, 2, 3) and half numbers (1.5, 2.5). Scoring in lesser increments undermines the reliability of the evaluation instrument.

Training

The Revised School Code requires Board of Education members to receive training on the evaluation instrument to be used for the superintendent and rater reliability training. Training must also be provided to the superintendent regarding the measures used in the evaluation system and how each measure will be used.

Posting Requirements

Districts must post comprehensive information on their websites in regards to the evaluation instrument being used. For details in regards to the MASB Superintendent Evaluation instrument's posting requirements, please visit **masb.org/postingrequirements.**

Who to Contact

Topic	Contact	
Superintendent Evaluation	**517.327.5928**	search@masb.org
Training on Superintendent Evaluation	**517.327.5904**	leadershipservices@masb.org
Legal Questions	**517.327.5929**	legal@masb.org
Facilitated Evaluation	**517.327.5904**	leadershipservices@masb.org

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A. Governance & Board Relations

Weight: 20%

		Needing Support (1 pt)	Effective (3 pt)	Rating
A1	**Policy Involvement** Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Is actively involved in the development, recommendation and administration of district policies.	3
A2	**Goal Development** Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Facilitates the development of short-term goals for the district and reports goal progress to board. Provides the necessary financial strategies to meet those goals. Budget practices help to ensure alignment of resources to goals.	3
A3	**Information** Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Has established mutually agreed upon protocols that consistently keeps all board members informed with appropriate information as needed so the Board may perform its responsibilities.	3
A4	**Materials and Background** Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are provided with adequate background and historical perspective included. Recommendations are well thought out.	3
A5	**Board Questions** Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Board questions are addressed with follow-up to all board members.	3
A6	**Board Development** Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	Actively encourages board development by providing board members with information regarding board development opportunities when they arise. Ensures funding is available and aligned to board development plan.	3
			Category rating:	3

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Meeting agendas/minutes
- Board packets
- Board development materials
- Memos/communications
- Board policies/policy book
- Retreat agendas/minutes
- Board development plan
- Communication protocols
- Policy review calendar

A. Governance & Board Relations, continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**
	•Implemented Board Work Sessions prior to regular Board meetings to provide more incomplete, in depth information, in an effort to keep all 7 Board members well-informed. •Neola-Board Policy online and will continue to make periodic, necessary updates. •Long Range Strategic Plan 2024-27 complete – district goal development. •Board members kept informed through weekly board packets and email updates. •Board agenda, comment memo and supporting documents and materials provided prior to board meetings. •Board development encouraged, opportunities provided in board packets/email and ensures funding available per policy. •Closed sessions and confidential emails to provide negotiation strategy/updates, staffing updates, as well as other confidential information. •Informal phone conversations with Board Members.

B. Community Relations

Weight: 15%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
B1	**Communication With Community/Parents** Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information,	Actively seeks two-way communication with the community and parents as appropriate.	3
B2	**Community/Parent Input** Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community/parents.	Accepts input from community/parents, but fails to seek it. Does not engage community/parents in consideration of decisions or	Actively seeks community/parent input and engages community/parents in goal setting and decision-making.	3
B3	**Media Relations** Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Actively engages the media to promote the district and provide timely and effective information.	3
B4	**District Image** Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image at all times and is a champion for the district. Knowledgeable and speaks well for the district.	3
B5	**Approachability** Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the	Is consistently visible at a variety of events and is approachable by members of the community.	3
				Category rating:	3

Artifacts that may serve as evidence of performance in this domain:

- Third party survey data
- School accreditation survey data
- Meeting invitations, agendas
- Press releases
- News clips/interviews
- Community engagement calendar
- Strategic planning agenda(s)
- Service club membership(s)
- Community meeting agendas
- Communications

B. Community Relations, continued

Weight: 15%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:
	•Allen Park Public Schools Facebook page •Allen Park TODAY Magazine •Personally responds to a multitude of parent emails •Listens to, and responds to community input accordingly. •Offered virtual learning for students/families with medical issues. •Employment of District School Nurse •Con't excellent rapport with Mayor, AP Fire, Police, Parks & Rec •Schools of Choice/Student Mobility Reports indicate high level of interest and positive image of district. •Eblasts to school community to share school news, community news and provide updates on safety/security issues. •Automated phone calling system for time sensitive and immediate concerns •Parent surveys conducted at all buildings Press releases/district statements sent frequently •Promotes Parks & Rec and DDA events •Visible and approachable at a wide variety of evening school events •Celebrates student achievement, recognizes excellence in programming, staff and volunteers. (FB, blog, website, notes/letters/certificates) •Engaged parent(s) to serve on teacher/administrator interview committees •Looking forward to expanding local business partnerships and role with Rotary Club, Chamber of Commerce

C. Staff Relations

Weight: 15%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
C1	**Staff Input** Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Actively seeks staff input and engages staff in goal setting and decision-making.	3
C2	**Staff Communications** Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	3
C3	**Personnel Matters** Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	3
C4	**Delegation of Duties** Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	3
C5	**Recruitment** Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	3
C6	**Labor Relations (Bargaining)** Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	3
C7	**Visibility in District** Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and attends special activities.	3
				Category rating:	**3**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Third-party survey data
- School accreditation survey data
- Hiring process documentation
- Personnel policies and procedures
- Recruitment calendar
- Staff leadership development plan
- Negotiations documentation
- School visit calendar
- Communications
- Staff meeting agendas/minutes

C. Staff Relations, continued

Weight: 15%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:
	• Frequent staff communications via email • Celebrates student achievement, recognizes excellence in programming, staff and volunteers (FB, blog, website, notes/letters/certificates) • Access personnel policies and procedures and identify areas in need of revision (ongoing) • Actively seeks to improve the bargaining experience through relationship-building, trust and sharing of information • New Teacher Mentoring Program continues to evolve • Successful bid pool – written administrative guidelines for hiring process while honoring bid pool • Staff recognition in a variety of levels/methods • Staff Coffee & Conversations

D. Business & Finance

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
D1	**Budget Development and Management** Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data while also planning for long-range needs. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	3
D2	**Budget Reports** Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc.) as agreed upon by governance team.	3
D3	**Financial Controls** Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	3
D4	**Facility Management** Professional Standards for Educational Leaders: 5, 9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	3
D5	**Resource Allocation** Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	3
				Category rating:	3

Artifacts that may serve as evidence of performance in this domain:

- Strategic plan
- Auditor's report
- District budget
- Budget-related communications
- Election results that impact funding or facilities
- Evidence of budgetary alignment to district-wide goals
- Grants received/applied for
- Policies/procedures related to fund management
- Long-term financial forecast data
- Facilities maintenance plan
- Facilities management plan

D. Business & Finance, continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**
	•Initiative to hire an Erate consultant to assist with maximum funding allotment for tech infrastructure and connectivity rebates that were previously not being utilized. •Continue to rely on RESA SMART system which houses our budget info, payroll system, accounts payable system and all financial data. Payroll encumbrance module was not previously utilized. Allows for closer, "live" monitoring of salaries, retirement, FICA and insurances. •Director of Finance works independently with all admin when creating new budgets. All have access to their bldg and/or dept so when a new budget or amendment is loaded there is a cross check. Creates more accountability for staff. •Budget to Actual Reports-module shows total expenses loaded and year to date actual or total spent funds thus far, and % of budget still available- provided monthly. •All grants audited at year end. Grant dollars throughout the year must be supported and approved. •District resources, including millage funds, aligned to the strategic plan and prioritized. •Public Budget Hearing held in June for proposed 2023-24 Budget. •Regular contact with Tiffany Keith regarding financial status, discussion of cash flow. •Continue to evaluate process/procedures. •Finance communications regularly including employee communication and dept updates.

E. Instructional Leadership

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
E1	**Performance Evaluation System** Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results. Individual Development Plans are provided to staff rated as less than effective.	3
E2	**Building-Level Leadership** Professional Standards for Educational Leaders: 4, 6, 7	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	Principals are provided defined autonomy consister	3
E3	**Staff Development** Professional Standards for Educational Leaders: 6, 10	Staff development isn't consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	3
E4	**School Improvement (MICIP)** Professional Standards for Educational Leaders: 6, 9, 10	School improvement (MICIP) efforts are limited. There is no comprehensive plan in place.	School improvement (MICIP) plans are in place at the building level but lack district-wide coordination.	School improvement (MICIP) plans are in place at all buildings and align to the district-wide goals.	3
E5	**Curriculum** Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	3
E6	**Instruction** Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Technology is used to enhance teaching and learning.	3
E7	**Student Voice** Professional Standards for Educational Leaders: 3, 5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Seeks the student voice through engagement of students in goal development and/or decision-making.	3

E. Instructional Leadership, continued

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
E8	**Support for Students** Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Maintains a safe, caring and healthy learning environment.	3
E9	**Professional Knowledge** Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	3
				Category rating:	**3**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Staff evaluation calendar
- District performance evaluation system
- Superintendent professional growth plan
- Curriculum
- RtI/MTSS
- Superintendent professional development
- Teacher analysis of student achievement data
- Curriculum audit
- Staff development plan
- Professional development calendar
- Instructional model(s)
- Documentation of instructional rounds
- Curriculum team agendas
- Instructional audit
- Coaching documentation
- Positive behavior supports/character programs
- Strategic plan/district-wide goals
- Observational data from staff

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:
	•Focus on Social Emotional Learning and before/after school/additional tutoring for students. •District School Improvement Plan •Implementation of STEM Labs/Collaborative Learning Spaces thru bond proposal. •Building Up To Kindergarten – 3 part series. •Administrators and teachers trained on evaluation tools. •Participation in Literacy Workshops at RESA. •Instructional Rounds at all levels. •PBIS at all levels •MTSS at secondary level •Student surveys/feedback; inclusion of students on next Strategic Planning Committee.

•Teacher Evaluations (process) discussed frequently at adminstratiave team meetings (goal=consistency)
•Staff professional development plan by Asst. Superintendent for Curriculum & Instruction.
•Student attendance monitored. Truancy filed by Officers Knudsen and Vitale at request of building principal.
•Conferences, Workshops, Metro Bureau, Downriver Sups, WC Sups.
•Instructional Curriculum Council
•Implementing Early Childhood Development Programs.

F. Determining the Professional Practice Rating

Superintendent Name: School Year:

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	3 x 20%	= 0.6
B. Community Relations	15% (.15)	3 x 15%	= 0.45
C. Staff Relations	15% (.15)	3 x 15%	= 0.45
D. Business & Finance	20% (.2)	3 x 20%	= 0.6
E. Instructional Leadership	30% (.3)	3 x 30%	= 0.9
Total Possible	100%	Score:	3
		Adjusted (Score / 3) =	100%

G. Other Required Components of Evaluation

Superintendent Name: School Year:

Student Growth and Assessment Data or Student Learning Objectives Metrics

Weight: 20%

Student growth and assessment data used for superintendent evaluation may be the combined student growth and assessment data used in teacher/administrator evaluations for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Locally determined	Locally determined	Locally determined	2
Growth:				
Evidence:	District Growth Model			
			Component score:	2

Progress Toward District-Wide Goals

Weight: 15%

Progress made by the school district in meeting the goals set forth in the school district's school improvement (MICIP) plans or district goals.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Progress was made on fewer than 67% of goals	Progress was made on 67-84% of goals	Progress was made on 85-100% of goals	2
Progress:				
Evidence:	As indicated in District-Wide Improvement Plan or District Goals			
			Component score:	2

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, pg. 14)	65% (.65)	3 x 65%	= 1.95
Student Growth (Component score, pg. 15)	20% (.20)	2 x 20%	= 0.4
Progress Toward District-Wide Goals (Component score, pg. 15)	15% (.15)	2 x 15%	= 0.3
Total Possible	100%	**Total Score:**	2.65
		Total Score / 3=	88%

Evaluation rating as follows: 85% - 100% = Effective; 67% - 84% = Developing; Less than 67% = Needing Support

Comments by Board of Education:	Comments by the Superintendent:

Board President's Signature: _____ Date: 12/9/24

Superintendent's Signature: _____ Date: 12/9/24

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily indicate agreement with the evaluation.)