



Evaluating The Superintendent

Understanding the New Massachusetts Educator Evaluation System




Superintendent Evaluation For the School Year 2013

- ▶ New Evaluation System in place for all educators, including superintendents.
- ▶ MA Board of Elementary and Secondary Education prescribes required elements.
- ▶ Race to the Top Districts must implement by FY 2013; others by 2014.



Why Are We Doing This?

- ▶ Part of Race to the Top Initiative and "Achievement Gap" legislation of 2011.
 - Making the educator evaluation more effective.
 - Linking multiple criteria to measuring educator success.
 - Strategy for improving educator professional practice.
- ▶ *Certain facets are required, others are flexible.*



What Do We Need to Know

1. Annual evaluations will be required.
2. A standard format with local adaptability must be used.
3. School Committees will have flexibility to **adapt** tool to district needs.
4. Components may be new to many school committees.
5. Requires greater attention to evaluation.

Some Definitions

The new evaluation process includes some key elements

- Parts of the Evaluation Tool:
 - RUBRIC
 - INDICATORS
 - ELEMENTS
- "S M A R T" GOALS for educators

RUBRIC

The evaluation **rubric** is a model evaluation document that lays out the components of the evaluation to help you understand the process.

- Provides details of important indicators, standards, indicators, elements and definitions of success
- DESE has prepared a rubric for your reference.

SMART GOALS

- All educators must develop goals that are:
 - **S**pecific
 - **M**easurable
 - **A**ction Oriented
 - **R**igorous, Realistic and Results Oriented
 - **T**imed and Tracked

The Evaluation Cycle: 1: Self Evaluation

- ▶ Agree on the Evaluation Cycle Timetable
- ▶ Superintendent Prepares Self Evaluation
 - Identifies strengths and areas proposed to focus on job performance and/or improvement.
 - Based on such items as:
 - Rubric that describes performance standards at different levels of proficiency.
 - Progress on Current or Past Goals
 - Entry Plan (for new superintendents)
 - Prior Year Evaluation,
 - Other Criteria.

The Evaluation Cycle 2: Development of Goals Setting

- ▶ Superintendent and School Committee must develop **"SMART" Goals**, and, for each, Key Actions and Benchmarks of Progress:
 - Professional Practice Goal
 - Student Learning Goal
 - District Improvement Goals (2-4 of these)

This becomes the "Superintendent's Annual Plan"

The Evaluation Cycle:

3. Implementation and Collection of Evidence

- ▶ The superintendent implements the Annual Plan and gathers evidence on progress on goals and performance against the "Standards."

The Evaluation Cycle:

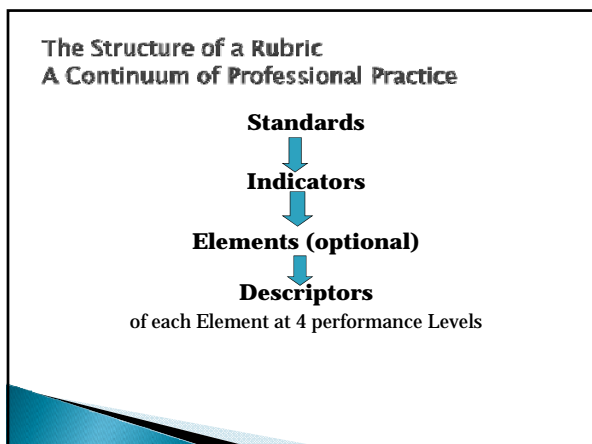
4. Mid-Cycle Goals Review

- ▶ Based on an agreed upon schedule:
 - Superintendent reports on progress.
 - School Committee reviews the report and provides feedback.
 - Adjustments to the plan may be discussed.

The Evaluation Cycle:

5. End of Cycle and Summative Evaluation

- ▶ Superintendent prepares "end-of-cycle" report - citing goals and performance standards.
- ▶ School Committee members complete performance review and End of Cycle Summative Evaluation Report



INDICATORS

- ▶ Standards
 - Major criteria for evaluation
- ▶ Indicators:
 - Parts of the evaluation document that explain what effective administrative leadership practice looks like. (The rubric includes "indicators.")
- ▶ Elements:
 - Subcategories of Indicators. (The rubric includes "elements.")

**WHAT ARE THE REQUIRED STANDARDS
for SUPERINTENDENTS ?**

Required Standards are:

- 1. Instructional Leadership**
- 2. Management and Operations**
- 3. Family and Community Engagement**
- 4. Professional Culture**

Standards are Subdivided into "Indicators"

Each standard has several **indicators** that define them for purposes of evaluation.

Overview of the Superintendent Evaluation Tool

| Standard 1: <i>Instructional Leadership</i> | Standard 2: <i>Management & Operations</i> | Standard 3: <i>Family & Community Engagement</i> | Standard 4: <i>Professional Culture</i> |
|--|---|---|--|
| Indicators Standard 1 | Indicators Standard 2 | Indicators Standard 3 | Indicators Standard 4 |
| 1. Curriculum | 1. Environment | 1. Family Engagement | 1. Professional Culture |
| 2. Instruction | 2. Human Resources | 2. Community/Business Engagement | 2. Cultural Proficiency |
| 3. Evaluation | 3. Scheduling/Management | 3. Communication | 3. Communication |
| 4. Data-Informed Decision Making | 4. Laws, Ethics, Policies | 4. Family Concerns | 4. Continuous Learning |
| | 5. Ethical Behavior | | 5. Shared Vision |
| | 6. Fiscal Systems | | 6. Managing Conflict |

Your Evaluation Tool

Each superintendent evaluation must include:

- Assessments for each of the official "Standards and Indicators of Effective Administrative Leadership Practice"

STANDARDS AND THE EVALUATION TOOL

- ▶ For every Standard, there must be "Indicators."
- ▶ For each Indicator there may also be "Elements" that provide more specific detail for evaluation.

For each Indicator and Element the superintendent must also be graded as:

- Exemplary,
 - Proficient,
 - Needs Improvement or
 - Unsatisfactory.
- ▶ School Committees and superintendent may wish to rate the superintendent on each Indicator, too. DESE model recommends rating on each Indicator.

Let's Walk Through One Standard

EXAMPLE: STANDARD 1: Instructional Leadership

"The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling."

STANDARD 1: Instructional Leadership

INSTRUCTIONAL LEADERSHIP is further broken into five Indicators:

1. Curriculum
2. Instruction
3. Assessment
4. Evaluation
5. Data-Informed Decision Making

**STANDARD 1:
Instructional Leadership**

INDICATOR ONE: Curriculum

Ensures that all staff design effective and rigorous standards and ensure growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Elements

- Standards-Based Unit Design
- Lesson Development Support

**Standard 1:
Instructional Leadership (2)**

Indicator Two: Instruction

Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Elements

- Instructional Practices
- Quality of Effort and Work
- Diverse Learners' Needs
- Variety of Assessments
- Adjustment to Practice

**Standard 1:
Instructional Leadership (3)**

Indicator Three: Assessment

Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth and understanding and make necessary adjustments to their practice when students are not learning.

ELEMENTS:

- Varieties of Assessment
- Adjustment to Practice

Standard 1: Instructional Leadership (4)

Indicator 4: Evaluation

Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

ELEMENTS:

- Educator Goals
- Observations and Feedback
- Ratings
- Alignment Review

Standard 1: Instructional Leadership (5)

Indicator 5: Data-Informed Decision Making

Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.

Elements:

- Knowledge and Use of Data
- School and District Goals
- Improvement of Performance, Effectiveness and Learning

EVERY "ELEMENT" MUST HAVE A "DESCRIPTOR"

- ▶ The "Descriptor" explains in understandable language what the rating (**exemplary**, **proficient**, **needs improvement**, or **unsatisfactory**) will look like.
- ▶ If the school committee decides not to use "Elements," each indicator must have a descriptor for each of the 4 levels. You should use the language from the state model as the descriptor for "proficient."

The Superintendent's Annual Plan Must include S M A R T Goals

- ▶ Superintendent's annual Plan must have SMART goals for:
 - Professional Practice (One Goal)
 - Student Learning (One Goal)
 - District Improvement
 - At least two goals; may have up to four goals in this category.

Superintendent must be rated on Professional Practice and Student Learning goals. District Improvement Goal evaluation is optional.

Evaluating the Progress on Goals

- ▶ Superintendent is rated on Professional Practice Goal and Student Learning Goal.
 - You may elect to rate on District Improvement Goals as an option.

OVERALL RATING OF SUPERINTENDENT

- ▶ Superintendent's Overall Rating is based on:
 1. Performance on All Four Standards
 2. Attainment of Goals
- ▶ School Committee and Superintendent may decide how to weigh performance on goals and standards.
- ▶ You may also integrate goals into the standards for rating purposes.

The Evaluation Process: Step 1: Developing the Tool

- ▶ School Committee and Superintendent develop the evaluation document.
 - Using Standards and Indicators from the regulations.
 - Adding, deleting or revising "Elements" from the DESE model. (You are not required to have "Elements.")
 - Developing "Descriptors" to explain what the four score levels will look like.

Developing the Tool – 2

- ▶ The superintendent may propose the elements of the rubric.
- ▶ The school committee may negotiate with the superintendent over the process*.
- ▶ The school committee, ultimately, approves the rubric and the process.

* The superintendent's contract may include language on this process. However, MASC recommends that the board retain ultimate authority over approving a document should negotiations fail to yield a "mutually agreeable tool."

Preparing the Evaluation Tool

- ▶ May the School Committee change the Standards and Indicators?

- ▶ Answer: Not under current regulations. However, the School Committee may identify different "elements" subject to DESE review.

What is Negotiable or Left to Local Adaptation/Flexibility – 1

Timetable for Evaluation

1. Evaluation timetable may be flexible to define the period of the evaluation
 - I.e., January–December; July–June; September–August.
2. Delegating evaluation to subcommittee
 - Final evaluation must be approved by the School Committee
3. Annual evaluation is not required for “proficient” or “exemplary” superintendents with three years experience. (They may have a mid-cycle formative assessment at end of year 1, and summative evaluation at end of year two.)

What is Negotiable or Left to Local Adaptation/Flexibility – 2

Identification of the Elements Within the Standards and Indicators

1. Different “Elements” may be used.
2. “Elements” need not be used at all.

However, Elements will need “descriptors” if used.

If they’re not used, Indicators will need “descriptors.”

What is Negotiable or Left to Local Adaptation/Flexibility – 3

Weighing the value of each standard, indicator or element in determining the superintendent’s overall evaluation rating.

This is subject to negotiation with the superintendent or, absent an agreement to negotiate, set by the School Committee.

What is Negotiable or Left to Local Adaptation/Flexibility – 4

Deciding how to use the results of the evaluation

School Committees may decide or negotiate voluntarily on how to use the evaluation rating, including, for example:

- Professional development
- Personal practice development
- Performance-based compensation
- Contract revisions
- Retention or termination

What is Negotiable or Left to Local Adaptation/Flexibility – 5

Limit Evaluation on Superintendent's Personal Goals to "Professional Practice" and "Student Learning" Goals

You do not need to rate the superintendent on District Improvement Goals

What is Negotiable or Left to Local Adaptation/Flexibility

- ▶ Timetable for Evaluation
- ▶ Identification of the elements within the Standards and Indicators
- ▶ Weighing the value of each standard, indicator or element in determining the individual and overall evaluation summary.
- ▶ Deciding how to use the results of the evaluation.

Issues That May Arise

- ▶ Should the School Committee depend upon the superintendent to write the evaluation tool?
- ▶ How can the School Committee develop opinions on certain criteria when much of what the superintendent does is in confidential settings?
- ▶ How can we determine the capacity to lead without intruding in areas we should not be (i.e., staff meetings, informal conversations with staff, review of confidential documents)?
- ▶ How do we collect evidence of superintendent proficiency or success?
- ▶ How do we do the public parts in public?
- ▶ How do we keep ourselves from being tied to an instrument that is unworkable?
- ▶ For what do we need to watch out in negotiating a superintendent's contract so that we don't lose our ability to fulfill our functions?
- ▶ What are the implications for poorly crafted "comments and analysis" in the summative evaluation?

Key Questions

QUESTION:
