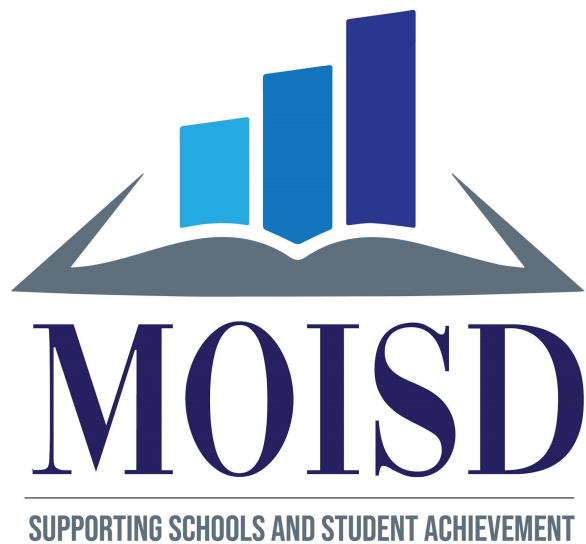
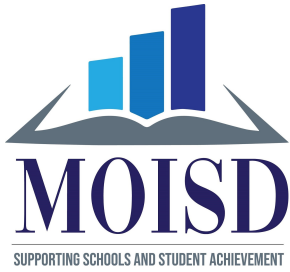


MECOSTA-OSCEOLA ISD

SUPERINTENDENT PERFORMANCE EVALUATION TOOL





MECOSTA-OSCEOLA INTERMEDIATE SCHOOL DISTRICT

PERFORMANCE EVALUATION TOOL

Introduction

The Michigan Revised School Code requires the Boards of School Districts and Intermediate School Districts to annually evaluate their Superintendents. This Superintendent Performance Evaluation Tool evaluates a Superintendent's performance across six Components: (1) Visionary Leadership; (2) Policy and Governance; (3) Instructional Leadership; (4) Communication and Community Relations; (5) Organizational Management; and (6) Professionalism and Ethics. There is an optional seventh component.

These Components reflect the expectation that an effective Superintendent is a competent manager and instructional leader who continuously develops in those roles by constantly seeking to acquire new knowledge and skills. In addition, effective Superintendents are expected to exercise good professional judgment and to use these Components to inform and improve their own practice.

Definitions – MOISD/ISD/District refers to the Career and Technical Education, Special Education and General Education divisions of the Mecosta-Osceola Intermediate School District.

Mission: Supporting School and Student Achievement

Vision: Impacting our community through high-quality educational programs, services, and learning experiences.

Core Values: Local Success is Our Success

Everyone Together
People First
Student-Focused

COMPONENT 1: VISIONARY LEADERSHIP

As the District’s educational leader, the Superintendent must articulate a strong vision for continuous improvement throughout the School District. This standard evaluates the Superintendent’s focus on shaping the District’s culture of service, teaching, and learning, and setting high expectations for students and staff.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission.
- 1.2 Creates and implements plans to achieve the District’s mission, vision, and goals.
- 1.3 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1.4 Promotes continuous and sustainable improvement.
- 1.5 Monitors and evaluates progress and revises plans as needed.

Highly Effective	Effective	Minimally Effective	Ineffective
Articulates a clear and coherent vision for the District through words and actions.	Communicates the District’s vision to others in both writing and speech. Works to create alignment within actions, staffing, and resources designed to engage stakeholders in the vision.	References the District vision and is beginning to develop a plan for aligning resources, actions, and staffing to that vision.	Little or no evidence exists of a District vision implemented in the work of the District.
Exhibits the disposition of a learner, practices and applies new learning to further the mission and vision of the District.	Furthers the mission and vision of the district.	Is occasionally engaged in learning and sometimes incorporates new ideas to support the vision.	Not engaged as a learner to support the vision.
Leadership actions, staffing, and resources are clearly aligned to invest in the accomplishment of the vision and mission.	Works to create alignment within actions, staffing, and resources designed to engage stakeholders in the vision.	Staffing and resource allocation rarely line up with the mission and vision.	It is difficult to know what the District stands for.
The vision and mission are evidenced in the culture and displayed in excellent service through quality programming, training, and learning opportunities for students, staff, and the local districts.	The vision and mission are focused on service and can be seen in programming, training, and learning opportunities for students, staff, and the local districts.	Does not develop all segments of the MOISD-- either staff, students, or the local districts, but not all three areas.	There is minimal evidence the vision and mission are helping students, staff, and the local districts

Component 1 Rating (Check One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

COMPONENT 2: POLICY AND GOVERNANCE

The Superintendent has a critical role in promoting effective, shared governance. This standard evaluates the Superintendent's ability to foster a strong partnership with the Board of Education by engaging in effective communication around a set of mutually agreed-upon expectations. It also evaluates the Superintendent's ability to act in accordance with Board Policies, regulations, and the law, and to understand the system of public school governance.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 2.1 Builds trusting, collaborative, and respectful relationships with Board members.
- 2.2 Assists the Board of Education in developing policies, establishing regulations, and implementing the policies.
- 2.3 Understands the system of ISD governance and differentiates between policy-making and administrative roles.
- 2.4 Understands and complies with state and federal laws and mandates, District Policies, collective bargaining agreements, and ethical guidelines.

Highly Effective	Effective	Minimally Effective	Ineffective
Develops an exemplary system of policy formation through evaluation, implementation, and revision.	Fully engaged in policy work.	Engages minimally in policy work.	Not engaged in work related to policies and does not enforce District policies consistently.
The District takes pride in the equitable enforcement of District Policies, particularly Board Policies and Administrative Guidelines.	Appropriately and equitably enforces policies.	Unevenly or inequitably applies District Policies.	Behavior indicates a lack of interest in consistent enforcement of policies.
Specifically works to nourish a healthy Board relationship.	Demonstrates reasonable value of a healthy working relationship with the Board.	Occasionally demonstrates behavior indicating a value of a healthy working relationship with the Board.	Puts no effort in working towards a healthy Board-Superintendent relationship.
Proactively and effectively engages the Board to support the work of advancing organizational goals.	Engages the Board to support the work of advancing organizational goals.	Sometimes engages the Board in supporting the work of advancing organizational goals.	Does not engage the Board in accomplishing District goals.

Component 2 Rating (Check One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

COMPONENT 3: INSTRUCTIONAL LEADERSHIP

The Superintendent must support a vision of what highly effective instruction looks like in the MOISD and local districts and must support a system alignment to engage students and staff. This standard evaluates the Superintendent's skills as the education leader responsible for using best practices to continuously improve and drive programming and to constantly focus the local districts and the ISD on effective teaching and learning.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 3.1 Nurtures and sustains a culture of collaboration, trust, learning, and high expectations.
- 3.2 Supports a comprehensive, rigorous, and coherent curricular programming model.
- 3.3 Supports a personalized and motivating learning environment for students.
- 3.4 Supports assessment and accountability systems to monitor student progress and the impact of effective instruction.
- 3.5 Supports the instructional and leadership capacity of staff at the MOISD and local districts.
- 3.6 Establishes an effective professional development system for staff that is aligned with their responsibilities for teaching, learning, and serving.
- 3.7 Develops and nurtures a culture in which staff members are reflective about their practice and uses student data, current research, best practices, and educational theory to continuously adapt practice and achieve improved results.

Highly Effective	Effective	Minimally Effective	Ineffective
Demonstrates an understanding of quality instruction and is continually expanding expertise in instructional practices.	Actively supporting quality instruction and is able to recognize, describe, and model high-quality teaching.	Rarely participates in supporting instructional professional development and instructional practices.	A shared understanding of instruction is not evident in the districts.
Skillfully guides, supports, nourishes and nurtures professional development for staff in their instructional and service improvement.	Develops expertise to influence and mobilize action among districts within the complex culture of the MOISD and wider professional community.	Participation by local districts in MOISD-led professional development around quality instruction and excellent service is inconsistent.	Professional development is infrequent and is not connected to student academics, staff performance, or service data.
Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice.	Teachers are observed and given face-to-face feedback by an administrator based on observation.	There are limited structures or systems designed to support instructional practices.	A long-term plan for instructional professional development does not exist or is inadequate.
Uses data about teaching practice to guide specific improvement efforts	MOISD and local district staff work together on self-reflection and evaluation for instructional improvement.	Evaluation is random and without purpose.	There is no consistent system in place for teacher observation and feedback.
Encourages the growth of instructional practices in the local districts through technology integration.	Works towards improving the technological infrastructure to support effective instructional practices.	Data is rarely used to improve instruction.	There are no or few effective teacher planning structures supported by data systems.
Technology is an integral part of teaching and learning.	Technology is used weekly to reinforce teaching and learning.	Technology is rarely used to support instruction, and data systems are not user-friendly.	Technology does not support instructional practices.

Component 3 Rating (Check One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

COMPONENT 4: COMMUNICATION AND COMMUNITY RELATIONS

The Superintendent is a key voice for the ISD and local districts and sets the stage for open communication by requesting and responding to feedback. This standard evaluates the Superintendent’s ability to communicate effectively with the broader community leaders, local districts, staff, students, and administrators. It also focuses on the Superintendent’s advocacy on behalf of the local districts and ISD with government and community officials.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 4.1 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups, and one-on-one environments).
- 4.2 Collaborates with staff, local districts, and community leaders, responding to diverse community interest and needs, and mobilizing community resources.
- 4.3 Promotes the learning and growth of students and the success of staff through effective partnerships with families, businesses, community organizations, and other stakeholders that support the vision and mission of the ISD.
- 4.4 Understands the role of social and mainstream media in shaping and forming opinions; engages the media to promote the ISD and local districts’ interests.
- 4.5 Engages with legislators to promote the interests of the MOISD and local districts.

Highly Effective	Effective	Minimally Effective	Ineffective
Communicates key information to stakeholders in an appropriate and timely manner.	Keeps staff, students, parents and districts informed.	Advocates for some students and families.	Ineffective in communication with staff, parents, students, and local districts.
Alert to potential issues; predicts and shares possibilities with School Board in advance.	Communication with individuals, groups and districts is seen as clear and effective.	Stakeholders frequently feel out-of-the-loop. Communication is inconsistent.	Staff, students, and local districts feel undermined by the lack of leadership.
Constituent groups report a constructive relationship with MOISD leadership.	The majority of staff and students identify positively with ISD leadership.	Many staff members do not believe ISD leadership is supportive.	Not aware of the undercurrents with staff, ISD, or local district environment.
Has influence in the MOISD and beyond in supporting student learning and local district initiatives.	Works as a member of Superintendent groups to positively influence educational decisions.	Does not regularly participate in influential practices with other educational groups.	ISD initiatives are in direct conflict with the direction the local districts would like to proceed.
Local districts participate in all common ISD initiatives.	Local districts participate in some common ISD initiatives.	Local districts do not participate in common ISD initiatives.	Local districts work against ISD initiatives.

Component 4 Rating (Check One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

COMPONENT 5: ORGANIZATIONAL MANAGEMENT

As Chief Executive Officer, the Superintendent is responsible for the management of the ISD resources while providing a successful learning environment for students, a productive workplace for staff, and a support system to the local districts/educational neighbors. This standard evaluates the Superintendent's success in managing the ISD resources in an efficient, effective, and transparent manner that demonstrates prudent fiscal stewardship, an ability to adapt to emerging challenges, and to be a contributing member of the educational community.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 5.1 Obtains, allocates, aligns, and efficiently uses human, fiscal and technological resources.
- 5.2 Monitors and evaluates the management of operational systems.
- 5.3 Makes sound fiscal decisions, in line with the ISD's strategic goals, mission, and vision; establishes clear and transparent systems of fiscal control and accountability.
- 5.4 Promotes and protects the welfare and safety of MOISD students and staff.

Highly Effective	Effective	Minimally Effective	Ineffective
Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximizes the opportunities for each student's learning and local district support.	Establishes a clear set of operating procedures for effective operation of the district.	Expectations for staff and students are inconsistent and not well known.	Management of the operations of the ISD is poor or non-existent.
Students, staff and local districts are able to articulate expectations and inspired to strive for excellence in conduct and performance.	Discipline is handled fairly, and consequences are used to improve performance.	The daily operating procedures are occasionally followed but are frequently changed.	The ISD is disorderly, disorganized and there is a feeling that the ISD is "out-of-control."
Students, staff and local districts hold each other accountable for high-quality performance.	Students, staff and local districts are held accountable for their performance and conduct.	Accountability is random and inconsistent.	Favoritism is evidenced and systems are inconsistent.
Develops and manages a budget that maximizes the goals of the ISD.	The annual budget is adhered to with approved variances.	The budget does not support the ISD's priorities and budget category limits are not always followed.	Budget guidelines are not adhered to and/or the budget is not related to the mission or vision for the District.
Supportive partnerships are developed and managed to enhance the MOISD's effectiveness locally, statewide, and nationally.	The MOISD is recognized as a contributor at the regional, state and national level.	The MOISD rarely contributes to the regional, state and national educational discussions.	The MOISD does not contribute to the regional, state or national educational discussions.

Component 5 Rating (Ceck One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

COMPONENT 6: PROFESSIONALISM AND ETHICS

The Superintendent is held to the highest ethical standards of conduct and is expected to require the same of ISD staff. This standard evaluates the Superintendent's conduct to ensure that the Superintendent acts professionally and consistently with the core values, tenets, mission, and vision of the ISD and models this conduct for ISD employees.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 6.1 Ensures a system of accountability for every MOISD student's academic and social success.
- 6.2 Models principles of self-awareness, reflective practice, transparency, and ethical behavior.
- 6.3 Safeguards the values of democracy, equity and diversity, and educational opportunity.

Highly Effective	Effective	Minimally Effective	Ineffective
Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.	Is grounded in shared District values for the work of leadership and learning.	Actions and intentions are not always clear and transparent.	Actions and intention are not always grounded in shared ISD values.
Values are demonstrated as students and staff experience respect, as complex decisions are made with integrity, kindness, compassion, and courage.	Treats students and staff fairly and shows respect at all times.	Fairness to staff and students are frequently raised as an issue.	Has demonstrated inconsistent or unethical behavior and does not always stand by verbal or written word.
Supports equity and educational opportunities by raising rigor for all and simultaneously closing opportunity gaps.	Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.	Supports equity and opportunity but does not set up systems to insure successful monitoring of progress.	Does not value academic rigor or closing opportunity gaps.
Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.	Demonstrates self-awareness and uses reflection to improve practice.	Reflects on practice but does not always implement changes from that learning.	Is not self-aware and does not reflect on practice.

Component 6 Rating (Check One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments: _

COMPONENT 7: STATUTORY FACTORS (OPTIONAL)

It is the intent of the evaluation tool to cover all major components of a Superintendent's job duties, including the below listed statutory components. However, each District varies, and it is impossible to anticipate the unique characteristics. This Component gives the Superintendent and Board the opportunity to jointly agree upon other factors to be considered in the Superintendent's evaluation. These factors could include:

- (i) If the school administrator conducts teacher performance evaluations, the school administrator's proficiency in using the evaluation tool for teachers used by the school district, intermediate school district, or public school academy under section 1249. If the school administrator designates another person to conduct teacher performance evaluations, the evaluation of the school administrator on this factor shall be based on the designee's proficiency in using the evaluation tool for teachers used by the school district, intermediate school district, or public school academy under section 1249, with the designee's performance to be counted as if it were the school administrator personally conducting the teacher performance evaluations.
- (ii) The progress made by the school or school district in meeting the goals set forth in the ISD improvement plan or the school improvement plans.
- (iii) Pupil attendance and participation in the MOISD's programming.
- (iv) Student, parent, teacher and local district feedback, as available, and other information considered pertinent by the superintendent or other school administrator conducting the performance evaluation or the board.¹
- (v) Goal Achievement: Goals should be specific, measurable, attainable, realistic, and timely.

Goal 1 -					
	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Goal 2 -					
	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Goal 3 -					
	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Goal 4 -					
	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Overall Rating for Component 7 (Check One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

PERFORMANCE EVALUATION TOOL OVERALL RATING

1. Transfer your ratings from the Components to this page.

Component 1: Visionary Leadership

Highly Effective Effective Minimally Effective Ineffective

Component 2: Policy and Governance

Highly Effective Effective Minimally Effective Ineffective

Component 3: Instructional Leadership

Highly Effective Effective Minimally Effective Ineffective

Component 4: Communication and Community Relations

Highly Effective Effective Minimally Effective Ineffective

Component 5: Organizational Management

Highly Effective Effective Minimally Effective Ineffective

Component 6: Professionalism and Ethics

Highly Effective Effective Minimally Effective Ineffective

Component 7: Statutory Factors (Optional) N/A

Highly Effective Effective Minimally Effective Ineffective

2. Come to a consensus as a Board with respect to an overall rating on the evaluation tool component.

Overall Rating on the Performance Evaluation Tool (Circle One):

Highly Effective Effective Minimally Effective Ineffective

Comments:

DEVELOPING A FINAL RATING

1. The Superintendent's overall evaluation rating is based on two categories:
 - a. The Superintendent's rating by the Board on the performance evaluation tool; and
 - b. The Superintendent's rating on student growth and assessment.
2. Circle the rating determined by the Board for each of these categories:

Performance Evaluation Tool:

Highly Effective Effective Minimally Effective Ineffective

Student Growth and Assessment:

Highly Effective Effective Minimally Effective Ineffective

3. The Superintendent's overall evaluation rating is calculated by first converting the performance evaluation tool and student growth and assessment ratings into numerical values. Each rating has the following numerical values:

Rating	Numerical Score
Highly Effective	4
Effective	3
Minimally Effective	2
Ineffective	1

4. The Superintendent's overall evaluation rating is comprised of 75% of the performance evaluation tool rating and 25% of the student growth and assessment rating. Follow the steps to below to determine your Superintendent's final rating:*

	Rating (highly effective, effective, minimally effective or ineffective)	Numerical Score (4, 3, 2, or 1 - see table above)	
Performance Evaluation Tool (#1-6)	Highly effective, Effective		x 7.5 =
Student Growth and Assessment or Component 7	Effective		x 2.5 =
Sum of above two numbers:			

Find your sum in the range below to determine the Superintendent's overall evaluation rating.

40-35	34-25	24-15	14-10
Highly Effective	Effective	Minimally Effective	Ineffective

FINAL OVERALL EVALUATION RATING

Overall Evaluation Rating (Circle One):

Highly Effective

Effective

Minimally Effective

Ineffective

The Board, having reached a consensus on an overall evaluation rating at an open or closed meeting (the Board may meet in closed session at the request of the Superintendent), should adopt the overall evaluation rating at an open meeting.

Board Comments:

Superintendent Signature

Date

Board President Signature

Date