Superintendent Evaluation Manual

Manual Includes:

A. Superintendent Performance Indicator Growth Guide
B. Superintendent Evaluation Form
C. Template for Superintendent Growth Plan
D. Template for Gathering Board Member Ratings & Comments during Stage 4

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Superintendent Evaluation Manual: Background and Timeline

Purpose of Superintendent Evaluation

The research is clear that a respectful and collaborative relationship between a school board and its superintendent is essential to the continued success of any school district. When school boards and superintendents work together to fulfill the district mission, their students and districts improve.

One of the primary responsibilities of the school board is to monitor the district's performance. A key aspect of this oversight is assessing the superintendent's effectiveness in leading the district. The purposes of superintendent evaluation are to:

- Promote the professional growth of the superintendent so student achievement and district performance improve.
- Provide a way for the school board to monitor how the district is doing as one means of accountability to the members of the community.
- Fulfill the legal responsibility of the school board.

The school board has the responsibility to annually evaluate the superintendent's performance. Evaluation is more effective when the board and superintendent work together to determine the focus of the evaluation and the evidence that will be used to determine performance ratings. A process that occurs throughout the year helps guide the school district's key work and supports the superintendent's continuous improvement. The primary purpose of the process reflected in this Superintendent Evaluation Manual is to promote growth in effective practice that ultimately increases student performance.

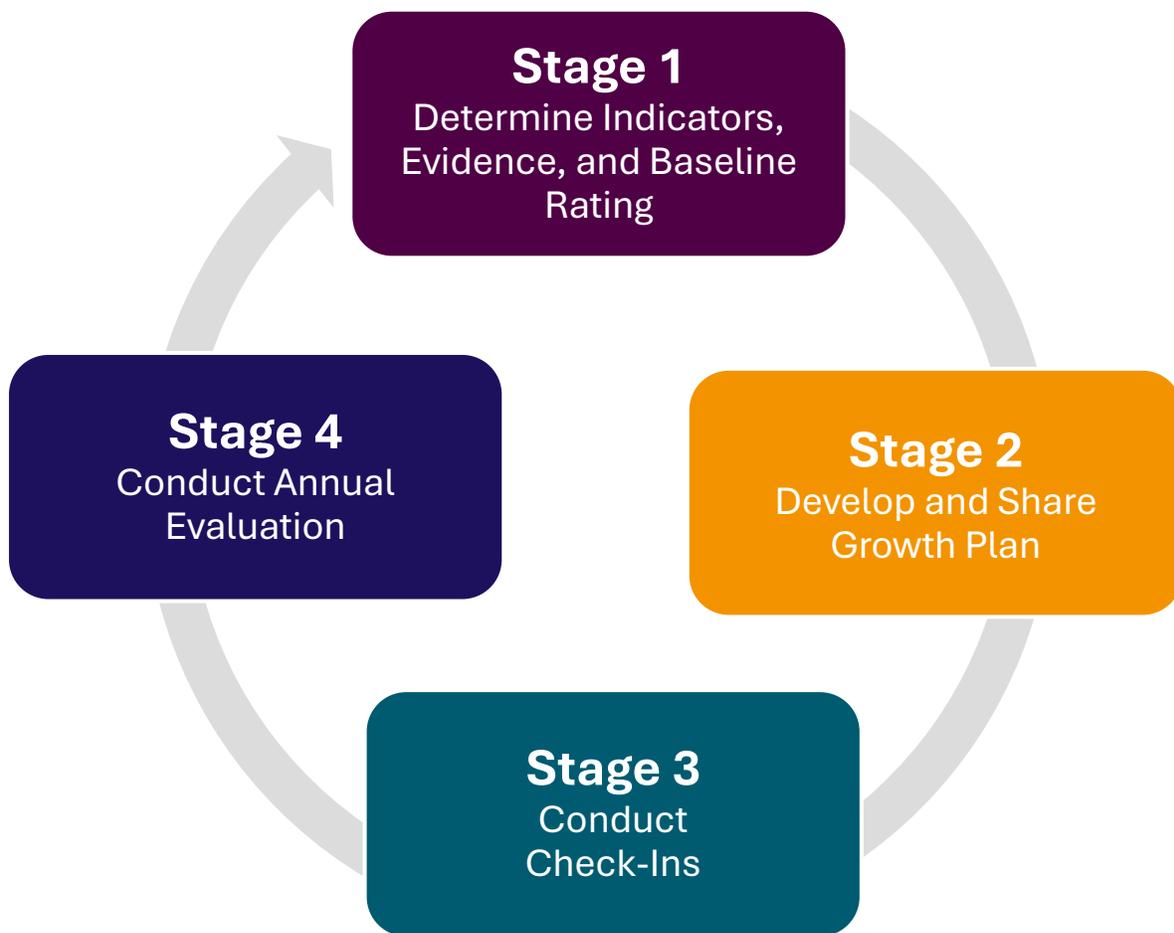## Missouri Superintendent Evaluation Requirements

In Missouri, DESE Regulation 5 CSR 20-400.375 stipulates some specific requirements for educator evaluation, including the superintendent. These requirements include the following and form the basis for this Superintendent Evaluation Manual.

1. The superintendent's performance must be measured against research-based, proven expectations and performance targets consistent with the improvement of student achievement.

2. The evaluation must include multiple ratings that describe different levels of the superintendent's performance.

3. The evaluation process must allow for mentoring and support for a new superintendent during their first year to ensure a successful transition to the role.

4. The evaluation must include student achievement trend data as a significant part of the evidence in the superintendent's evaluation.

5. The board must provide timely, specific, and meaningful feedback to the superintendent throughout the year related to the evaluation focus areas.

6. The board should engage in periodic training on the evaluation process and forms to ensure consistency, reliability, and accuracy of the superintendent's evaluation.

7. Evaluation results and data should be used to inform decisions regarding the superintendent's employment determination, district policies, and the allocation of resources.

Superintendent Evaluation Process and Timeline

The superintendent evaluation is a cyclical process that occurs throughout each school year. There are four stages of the Superintendent Evaluation Process, and each stage has several tasks within it. Each stage relies on the completion of the stage before it to ensure a thorough and successful superintendent evaluation cycle.

The table on the next page provides two recommended timelines to follow for each of the four stages. One timeline is for returning superintendents: a superintendent who worked in the same district the previous year. The other timeline is for new superintendents: a superintendent who is working in a new district starting July 1st. Districts can modify the timeline based on local needs. The timeline includes a summarized explanation of each stage within the Superintendent Evaluation Process.

Stage 1
Determine Indicators, Evidence, and Baseline Rating

Stage 2
Develop and Share Growth Plan

Stage 3
Conduct Check-Ins

Stage 4
Conduct Annual Evaluation

Suggested Timeline

Evaluation Process	Returning Superintendent Cycle (12 months)	New Superintendent Cycle (18 months)	Task

Stage 1 Determine Indicators, Evidence, and Baseline Rating	February – April	July – September	Board and superintendent collaboratively:
			1. Select up to 3 performance indicators
			2. Determine up to 3 pieces of evidence to show growth for each performance indicator
			3. Determine superintendent's baseline performance
			   o Superintendent shares self-rating and rationale for each performance indicator with the board.
			   o Board president leads board discussion of the superintendent's self-rating and rationale to collaboratively determine the superintendent's baseline rating for each performance indicator.

Stage 2 Develop and Share Growth Plan	April – June	September – December	The superintendent creates and shares their growth plan with the board that outlines how they plan to grow for each selected performance indicator.
Stage 3 Conduct Check-Ins	June – January	December (Year 1) through December (Year 2)	1. Superintendent shares growth plan and evidence updates to show growth to the board. 2. Board president leads board discussion of the superintendent's update. 3. Board shares with the superintendent its collective feedback about the update presented.

Stage 4 Conduct Annual Evaluation	January – February	January (Year 2) – February (Year 2)	1. Superintendent presents final growth plan and evidence updates to show growth to the board.
			2. After the presentation, the board president:
			   o Collects individual board member ratings and comments for each performance indicator.
			   o Compiles all ratings and comments.
			   o Shares all ratings and comments with the board.
			3. In closed session, the board president leads board discussion of compiled ratings and comments to:
			   o Determine <u>one</u> rating for each performance indicator.
			   o Create board consensus feedback.
			   o Determine superintendent contract decision.
			4. Board president leads board discussion with superintendent to share the board's overall ratings, feedback, and contract decision. All board members participate.

About Superintendent Evaluation Standards and Performance Indicators

The five standards outlined in the Missouri Department of Elementary and Secondary Education (DESE) 2022 Standards and Competencies are the five standards used in this superintendent evaluation:

1) **Visionary Leadership:** The **Superintendent** as the **Visionary Leader** develops and implements a vision, mission and goals for the district to guide the learning of all students.
2) **Instructional Leadership:** The **Superintendent** as the **Instructional Leader** ensures a viable curriculum, effective instructional practice and student supports, the use of effective assessments, and promotes professional learning.
3) **Managerial Leadership:** The **Superintendent** as the **Managerial Leader** implements operational systems, oversees personnel, and ensures the equitable and strategic use of resources.
4) **Relational Leadership:** The **Superintendent** as the **Relational Leader** interacts professionally with students, staff, families, the community, school board and governmental officials.
5) **Innovative Leadership:** The **Superintendent** as the **Innovative Leader** continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

Each standard contains a variety of competencies (called *performance indicators* in this manual) reflecting effective practices. There are a total of 32 competencies outlined in DESE's 2022 Standards and Competencies. Representatives from DESE, MASA, and MSBA selected 26 of the 32 DESE competencies most relevant to a superintendent evaluation and then combined and aligned those 26 competencies into the 23 performance indicators* outlined on the next page of this manual.

Selection of Performance Indicators

The selection of performance indicators is an important part of the evaluation process. This determines the focus of the superintendent evaluation and rationale for what is most needed to increase student achievement and drive district improvement. To provide the greatest opportunity for growth of the superintendent's leadership skills, the evaluation must be focused. A **maximum of three indicators** is recommended, which must be:

- Based on student needs.
- Based on a potential growth opportunity for the superintendent.
- Determined in collaboration between the board of education and superintendent.
- Aligned with the district's Continuous School Improvement Plan.

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*Document E in the appendix outlines the alignment between the 23 performance indicators used in this superintendent evaluation manual with the 32 competencies from DESE.

Superintendent Evaluation Standards and Performance Indicators

Standard 1: Visionary Leadership

The **Superintendent** as the **Visionary Leader** develops and implements a vision, mission and goals for the district to guide the learning of all students.

> Performance Indicator 1a: Develops a clear vision, mission, and measurable goals.
> Performance Indicator 1b: Communicates the vision, mission, and goals to all stakeholders.
> Performance Indicator 1c: Collects, analyzes and interprets data to evaluate effectiveness of the district's vision, mission, and goals.

Standard 2: Instructional Leadership

The **Superintendent** as the **Instructional Leader** ensures a viable curriculum, effective instructional practice and student supports, the use of effective assessments, and promotes professional learning.

> Performance Indicator 2a: Engages and supports staff in aligning district curriculum to state standards and within/across subject areas, grade levels, and courses.
> Performance Indicator 2b: Supports staff use of a variety of research-based instructional practices.
> Performance Indicator 2c: Ensures the use of formative, benchmark, and summative assessments.
> Performance Indicator 2d: Ensures multiple sources of student, school, and district-level data are used to improve student learning.
> Performance Indicator 2e: Promotes a culture of continuous professional learning.

Standard 3: Managerial Leadership

The **Superintendent** as the **Managerial Leader** implements operational systems, oversees personnel, and ensures the equitable and strategic use of resources.

> Performance Indicator 3a: Implements policies, procedures, and guidelines for the effective operation of the district.
> Performance Indicator 3b: Ensures the district is in compliance with state and federal requirements for reporting and recordkeeping.
> Performance Indicator 3c: Ensures the effective management of fiscal and non-fiscal resources to support district goals and priorities.
> Performance Indicator 3d: Recruits, hires, and retains effective personnel.
> Performance Indicator 3e: Implements a state-approved educator evaluation system.
> Performance Indicator 3f: Oversees the planning and management of district facilities and grounds.

Standard 4: Relational Leadership

The **Superintendent** as the **Relational Leader** interacts professionally with students, staff, families, the community, school board and governmental officials.

> Performance Indicator 4a: Provides for the well-being of each student in the district.
> Performance Indicator 4b: Builds positive and ethical relationships with students in the district.
> Performance Indicator 4c: Builds positive and ethical relationships with staff.
> Performance Indicator 4d: Builds a positive and ethical relationship with the school board.
> Performance Indicator 4e: Ensures a culture of support and respect among students, staff, families, and the community.

Standard 5: Innovative Leadership

The **Superintendent** as the **Innovative Leader** continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.

> Performance Indicator 5a: Connects and engages with professional organizations and associations.
> Performance Indicator 5b: Demonstrates a commitment to personal on-going growth and development.
> Performance Indicator 5c: Leads district improvement using innovative and effective change processes.
> Performance Indicator 5d: Understands, responds to, and influences the political, social, economic, legal, and cultural context.

Growth Guide

The purpose of the Growth Guide is:

1. To guide the superintendent's growth.
2. To describe the range of performance for each performance indicator.
3. To help the board and superintendent objectively determine performance ratings on the Performance Indicators based on the evidence presented.
4. To help the board and superintendent determine the areas of focus for the evaluation.
5. To help the board and superintendent determine the evidence, data, and artifacts to be used to evaluate the superintendent's performance and growth.

The Growth Guide, which can be found in the Appendix of this document, provides a list of possible sources of data and evidence that may be used in the superintendent evaluation process. The possible sources of data and evidence are suggestions of items the superintendent may provide or do to give a clearer picture of how they are growing. The board and superintendent may decide to use any of the sources of data and evidence listed in the Growth Guide or provide their own.

Growth Guide Performance Ratings

The Growth Guide performance ratings described below should be used at various stages during the superintendent evaluation process.

ACCOMPLISHED: Provides a district-wide system that sustains the performance indicator improvements overtime.

PROFICIENT: Implements, monitors, and refines strategies for improving the performance indicator.

DEVELOPING: Examines how the performance indicator is currently being addressed in the district and develops strategies for improvement.

LEARNING: Knows and understands the importance of the performance indicator.

NO PROGRESS: If the superintendent does not have evidence to demonstrate at least the Learning level on the Growth Guide, then the board can rate the superintendent's growth on the performance indicator as 'No Progress.' Additionally, boards may decide to rate a superintendent as 'No Progress' if they fail to demonstrate growth over several years.

The board should use the superintendent evaluation form to indicate performance ratings and support them with the board's collective comments. Constructive feedback with clear evidence is necessary for clarity and growth.

Continuous School Improvement Plan Alignment

A current Continuous School Improvement Plan, or CSIP, is an important document for an effective superintendent evaluation. The CSIP should reflect the district's biggest priorities based on input from district stakeholders and a data-based needs assessment of current district performance. The superintendent's evaluation should be aligned to the current CSIP and goals of the district. It is important to note that a current CSIP is an integral part of the superintendent evaluation process.
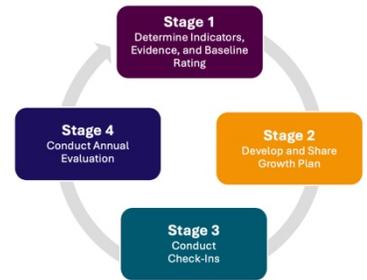
Superintendent Evaluation Manual: Stages and Steps

Stage 1: Determine Indicators, Evidence, and Baseline Rating
February – April (returning superintendent) or July – September (new superintendent)

Stage 1 Purpose:

The purpose of this stage is for the board and superintendent to work together to determine the performance indicators and evidence that will be used during the superintendent's evaluation process. In addition, the governance team (the board and the superintendent) will work together to determine baseline ratings for the superintendent on each selected performance indicator. Since the evaluation is focused on growth, the board must determine the baseline (starting) rating to measure the superintendent's growth throughout the year.

Stage 1 Preparation:

The board and superintendent will need to gather the following for this stage:

- List of Superintendent Evaluation Performance Indicators *(p. 6 in this manual)*
- Growth Guide *(In the Appendix of this manual)*
- Superintendent Evaluation Form *(In the Appendix of this manual – p. 17)*
- The district's current Continuous School Improvement Plan (CSIP)
- Returning superintendent's previous annual evaluation
- *OPTIONAL: Relevant district data (e.g., Annual Performance Report and other achievement data, program evaluations, survey data, Annual Secretary of the Board Report, personnel data, facilities plan/report, etc.)*

Stage 1 Process: **February – April (returning superintendent) or July – September (new superintendent)**

Before the Stage 1 Meeting	The board president should share the Stage 1 process with the board *(pgs. 8 and 9)* along with the list of performance indicators *(p. 6)*. The board and superintendent should review the district's CSIP goals, and any relevant data to understand the district's current priorities for improvement. If the superintendent is returning, also look at their last annual evaluation. You may want to continue with one or more of those performance indicators. Each board member and the superintendent should think about areas they would like the superintendent evaluation to focus on. Use the performance indicators *(p. 6)* of this manual and the Growth Guide to help with the decision.

During the Stage 1 Meeting

1	The Stage 1 meeting may take place in a properly posted closed session. Note the date and meeting participants on the superintendent evaluation form.

2	The board president leads a discussion about the possible focus areas (e.g., student achievement, staff retention, facility improvement, etc.), encouraging all board members and the superintendent to contribute. The team should narrow the list down to 1-3 focus areas and list them on the superintendent evaluation form.

"What outcomes do we want to see for our district?"

| 3 | Using the agreed upon focus areas, choose 1-3 performance indicator(s) that best align with the focus areas. If needed, use the Growth Guide to read about each performance indicator before making a final decision. Record the chosen performance indicator(s) on the Superintendent Evaluation Form. | |

| 4 | Identify the district CSIP goal(s) that relate to each performance indicator.

Record the related CSIP goal(s) on the Superintendent Evaluation Form. | *What CSIP goal(s) align with the performance indicator?"* |

| 5 | Identify how growth will be determined for each performance indicator. Using the Growth Guide, find the table(s) for the performance indicator(s) that were selected. Each table has a list of ideas on possible sources of data and evidence; however, you can use other items relevant to your district.

As a governance team, identify 1-3 specific sources of data and evidence for each performance indicator. The superintendent will provide updates on these 1-3 sources to demonstrate growth during the evaluation cycle.

List the data and evidence to be used on the Superintendent Evaluation Form. | *What sources of data and evidence will help us best measure growth"* |

| 6 | Using the descriptions in the Growth Guide, the superintendent will offer their baseline self-rating for each performance indicator: *Learning, Developing, Proficient, or Accomplished*. Using the language from the Growth Guide, they will share their rationale for each baseline self-rating with the board.

Record the superintendent's baseline ratings and rationale on the Superintendent Evaluation Form. | |

| 7 | Using the Growth Guide and the superintendent's self-ratings, the board president will lead the board in a discussion to collectively determine the superintendent's baseline ratings. Once consensus is obtained, the board's baseline ratings of the superintendent for each performance indicator should be recorded on the Superintendent Evaluation Form.

Note: If the superintendent and/or board feel that the superintendent is already 'Accomplished' on a performance indicator, selecting a different indicator provides greater opportunity for growth for the superintendent.

The board should also leave one collective comment for each baseline rating that explains their decisions. Seven different comments are not recommended as that causes confusion for the superintendent. The board members each have input, but collectively should agree on the comments. Record the board's comments about the superintendent's baseline ratings on the Superintendent Evaluation Form.

Note: For returning superintendents, the board should use the prior annual evaluation rating as a baseline if any performance indicators are carried over from the previous year. | *What comments does the board have regarding how the superintendent is currently doing?"* |

| 8 | Set dates for the rest of the superintendent evaluation process and note them on the Superintendent Evaluation Form. | |

Stage 2 Purpose:

The purpose of this stage is for the superintendent to develop a growth plan and share it with the board. The growth plan will describe the specific steps or strategies that will be taken by the superintendent for growth.

Stage 2 Preparation:

The board and superintendent will need to gather the following for this stage:

- Superintendent Evaluation Form
- Growth Plan template (*if desired*)
- Growth Guide
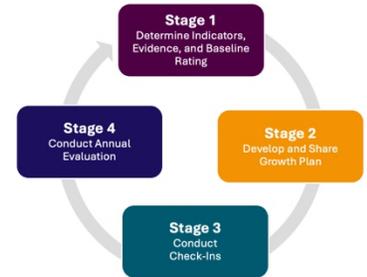
Stage 2 Process: April – June (returning superintendent) or September – December (new superintendent)

Before the Stage 2 Meeting	The board president should share the Stage 2 process *(p. 10)* with the board along with the Superintendent Evaluation Form that was started in Stage 1.
	The superintendent will complete their growth plan before the meeting. It should detail how they plan to accomplish growth on each selected performance indicator. *(A template is provided in the appendix of this manual; however, the superintendent can use a different format if preferred.)*
	The growth plan should highlight how the superintendent's improvement will impact student success by the performance indicators and provide action steps for growth.
	Superintendents should look at the Growth Guide to make sure their action steps are aligned with movement to a higher rating for the selected performance indicators.

Does the growth plan provide a clear picture of how the superintendent will grow during the evaluation cycle?"

During the Stage 2 Meeting

1	The Stage 2 meeting may take place in a properly posted closed session. Note the date and meeting participants on the Superintendent Evaluation Form.
2	The superintendent will present the growth plan to the board so the superintendent's growth can be monitored throughout the year. The board may ask clarifying questions about the Growth Plan but are discouraged from suggesting changes. This is discouraged because this is the superintendent's plan on how they hope to grow and improve over the year. The board gets a say in *what* the superintendent should be focused on but needs to trust their superintendent to create a plan of action for themselves.
	The superintendent and board president initial the Superintendent Evaluation Form indicating the growth plan has been shared with the board.

Stage 3: Conduct Check-Ins
June – January (returning superintendent) or December Year 1 – December Year 2 (new superintendent)

Stage 3 Purpose:
The purpose of this stage is for the superintendent to provide updates to the board and for the board to provide feedback to the superintendent. The governance team (the board and the superintendent) should complete one to two check-ins before the annual evaluation is conducted at the end of the evaluation cycle. If you have a new superintendent in your district, make sure you do a Stage 3 Check-In (January/February) before contract discussions.

Stage 3 Preparation:
The board and superintendent will need to gather the following for this stage:
- Superintendent Evaluation Form
- Superintendent's Growth Plan
- Growth Guide
- Superintendent's evaluation update

Stage 3 Process: June – January (returning superintendent) or December Year 1 – December Year 2 (new superintendent)

Before the Stage 3 Meeting(s)	The board president should share the Stage 3 process *(p. 11)* with the board along with the Superintendent Evaluation Form used in Stages 1 and 2 and the superintendent's growth plan. There is not one specific model for how to do these check-ins. They can be very formal: a presentation, discussion, and formalized ratings/feedback. Or very informal: 10–15-minute conversations between the board and superintendent just checking in on one another. *What is most important is that conversations are happening between Stages 1 and 4 and that everyone is aware of the expectations.* Steps 2 and 3 below outline a check-in that includes: • An update from the superintendent on their growth plan including the data and evidence identified in Stage 1. • Time for the board and superintendent to discuss progress. Feel free to adapt your check-ins to work for your governance team.	*In what ways does the evidence show that the superintendent is making progress on their growth plan?*

During the Stage 3 Meeting(s)

1	The Stage 3 check-in discussions may take place in a properly posted closed session. Note the date and meeting participants on the superintendent evaluation form.

2	The superintendent will provide their update on each performance indicator with the board. There should be time between each indicator for the board to ask clarifying questions and everyone to discuss progress. After each indicator has been presented on and discussed, the board president will summarize key points from the discussion on the Superintendent Evaluation Form. Superintendent and board president initial the form indicating the governance team has completed each check-in. Repeat all of Stage 3 if there is time for a second check-in.

Stage 4 Purpose:

The purpose of this stage is for the board to provide an overall evaluation of the superintendent's growth based on the data and evidence provided by the superintendent. This stage may take two meetings as outlined below. These two meetings will inform the board's contract decision.

Stage 4 Preparation:

The board and superintendent will need to gather the following for this stage:

- Superintendent Evaluation Form
- Superintendent's Growth Plan
- Growth Guide
- Superintendent's final evaluation update

Stage 4 Process: January – February (returning superintendent) or January Year 2 – February Year 2 (new superintendent)

Before the 1st Stage 4 Meeting	The board president should share the Stage 4 process *(pgs. 12-14)* with the board along with the Superintendent Evaluation Form started in Stage 1.
	The superintendent should gather the updated 1-3 sources of data and evidence agreed upon in Stage 1 for each performance indicator. The goal is that the data and evidence demonstrate the superintendent's growth on each performance indicator and the impact on student improvement and success.
	The superintendent might create a presentation (PowerPoint, Google Slides, etc.) or provide other artifacts to update the board, or provide a portfolio containing the updated data and evidence.

During the 1st Stage 4 Meeting

1	It is recommended that all Stage 4 evaluation discussions take place in a properly posted closed session. Note the date and meeting participants on the Superintendent Evaluation Form.
2	The superintendent will provide their update on each performance indicator with the board. There should be time between each indicator for the board to ask clarifying questions and everyone to discuss progress.
	After each indicator has been presented on and discussed, the board president will summarize key points from the discussion on the Superintendent Evaluation Form.
3	The board president will have all board members submit their ratings for each performance indicator: *Learning, Developing, Proficient, or Accomplished*. Make sure the Growth Guide is being used when determining performance.
	Each board member should also submit comments for each performance indicator based on the evidence provided by the superintendent.
	The ratings and comments can be submitted via an electronic form, email, or handwritten. *(A template is provided in the appendix of this manual; however, the board president can use a different format if preferred.)*

Does the board see evidence of growth from the baseline ratings?"

Before the 2nd Stage 4 Meeting	The board president will compile all feedback (ratings and comments) and share that compiled information with the entire board.
	The board should determine if they are going to hold their discussion about the superintendent's annual ratings with the superintendent in the room or as a board only. Reference board policies and communicate the board's decision with the superintendent ahead of time.

During the 2nd Stage 4 Meeting

4	It is recommended that all Stage 4 evaluation discussions take place in a properly posted closed session. Note the date and meeting participants on the Superintendent Evaluation Form. Make sure the performance indicators agreed upon in Stage 1 are also noted on the form.

5	In closed session, the board president will lead a discussion of the compiled ratings to determine <u>one</u> rating for each performance indicator: *Learning, Developing, Proficient, or Accomplished*. Use the Growth Guide and the data and evidence the superintendent presented to help reach a consensus.	*"Looking at the Growth Guide, which rating is most strongly supported by the data/evidence presented?"*
	If board members give different ratings, the board president needs to continue a discussion with the board focused on the wording in the Growth Guide and the evidence the superintendent presented (not focused on people's personal feelings/emotions). If the rating is still not clear to the board then either majority rules, or you pick the lower rating because there is not enough proof the superintendent fully met the higher rating.	
	Record the board's ratings of the superintendent on the Superintendent Evaluation Form.	

6	The board president will then lead a discussion about the feedback the board will provide to the superintendent. Below are two suggestions on giving quality and effective feedback:
	- You are providing feedback to your employee. Make sure you are building them up while also encouraging their continued growth. It is important to give the superintendent both positive and constructive feedback. - The feedback should not sound like seven different voices and opinions. Work to create concise and collective board feedback. Combining seven board members' feedback into one large document is discouraged because it gives little clarity on how the superintendent should continue their growth. Instead, it is preferable that the board reach consensus on the feedback, which provides clear direction to the superintendent.
	Once the board determines their collective feedback for each performance indicator, the board president should record them on the superintendent evaluation form.

7	The board president, using all information from this evaluation cycle, will lead a discussion with the board to make a recommendation regarding the superintendent's contract status. One of the following three terms should be selected:
	a. Extension – This means the superintendent will be invited (extended) to stay for another year.
	b. Non-extension – This means the superintendent's contract will not be extended for another year. This can be due to the board making this decision or the superintendent deciding not to extend due to resignation or retirement.
	c. Separation from Employment – This means that the board has decided to terminate the superintendent's contract due to unsatisfactory performance.
	Note the board's final consensus contract decision regarding the superintendent's contract status on the Superintendent Evaluation Form along with a consensus rationale.

8	The board president will lead a board discussion with the superintendent to share the board's final ratings, consensus feedback for each performance indicator, and contract decision. All board members participate.
	Once the form and discussion are complete, the superintendent and board president sign the Superintendent Evaluation Form and place it in the superintendent's personnel file.

9	Schedule a day in February or March to complete Stage 1 for the next academic year.
	The superintendent and board may choose to carry over and continue working on one or more of the current performance indicators in the next academic year, particularly if insufficient growth has occurred, or may decide to choose new performance indicators based on district priorities.

Superintendent Contract Considerations

It is expected that the superintendent will grow professionally as an effective leader over time. However, there may be times when the superintendent lacks professional leadership skills or demonstrates unsatisfactory performance; the board may decide to not extend, to not renew, to buy out or even to terminate the superintendent's contract.

These decisions should not be taken lightly, as the superintendent is a highly visible employee. The board's relationship with the superintendent will be closely watched by the public, current employees, and future employees the district hopes to attract. These difficult employment decisions should only be made after sufficient evidence of job performance has been collected. The quality and quantity of evidence determines what course the board will take.

The use of an evaluation process that includes check-ins throughout the course of the year provides the evidence necessary to make a contract decision. It also ensures that the superintendent has been given notice of the board's expectations and sufficient opportunities for training and support. A superintendent who has received consistent, professional feedback on their performance should not be surprised when the board makes a contract decision.

Because an employment contract is a legal document and the terms of the contract can significantly impact the employment relationship, school districts should routinely submit contracts for review to their district attorney prior to offering employment. It is also recommended that school boards consult their district's attorneys prior to making the decision not to extend, not to renew, to buy out, or to terminate a contract.

Acknowledgments

In addition to the collaboration done with DESE and MASA, this Missouri School Boards' Association Superintendent Evaluation Manual is the result of the work of school board members and superintendents from districts across the state. We appreciate their feedback on surveys and during conference sessions. The content, format, and suggested procedures were designed in a manner that will enable the materials to be used in rural, suburban, and urban school settings. It is adaptable to local issues and conditions and can be modified to accommodate local priorities.

This manual is based on the Missouri Educator Evaluation System and in part is adapted from the Missouri Model Superintendent Evaluation (2013 and 2022).

Appendix

A. Growth Guide (see separate document)
B. Superintendent Evaluation Form
C. Template for Superintendent Growth Plan
D. Template for Gathering Board Member Ratings & Comments during Stage 4
E. Table A: Alignment of Superintendent Evaluation Performance Indicators & DESE Competencies

B. Superintendent Evaluation Form

<table>
<tr><td colspan="4" align="center">**Superintendent Evaluation Form**
See p. 8 of the Superintendent Evaluation Manual for directions on filling out this form.</td></tr>
<tr><td colspan="4" align="center">**Stage 1: Determine Indicators, Evidence, and Baseline Rating**</td></tr>
<tr>
<td>**1**</td>
<td>Date of Stage 1 Meeting</td>
<td colspan="2">Meeting Participants:</td>
</tr>
<tr>
<td>**2**</td>
<td align="center">Focus Area 1</td>
<td align="center">Focus Area 2</td>
<td align="center">Focus Area 3</td>
</tr>
<tr>
<td>**3**</td>
<td>Performance Indicator (P.I.) 1</td>
<td>Performance Indicator (P.I.) 2</td>
<td>Performance Indicator (P.I.) 3</td>
</tr>
<tr>
<td>**4**</td>
<td>Related CSIP goal(s) for P.I. 1</td>
<td>Related CSIP goal(s) for P.I. 2</td>
<td>Related CSIP goal(s) for P.I. 3</td>
</tr>
<tr>
<td>**5**</td>
<td>Sources of Data and Evidence for P.I. 1
1)

2)

3)</td>
<td>Sources of Data and Evidence for P.I. 2
1)

2)

3)</td>
<td>Sources of Data and Evidence for P.I. 3
1)

2)

3)</td>
</tr>
</table>

6	Superintendent's Baseline Self-Rating for P.I. 1	Superintendent's Baseline Self-Rating for P.I. 2	Superintendent's Baseline Self-Rating for P.I. 3
	Superintendent's Rationale of Baseline Self-Rating for P.I. 1	Superintendent's Rationale of Baseline Self-Rating for P.I. 2	Superintendent's Rationale of Baseline Self-Rating for P.I. 3
7	Boards's Baseline Rating of the Superintendent for P.I. 1	Boards's Baseline Rating of the Superintendent for P.I. 2	Boards's Baseline Rating of the Superintendent for P.I. 3
	Boards's Comment about Superintendent's Baseline Rating for P.I. 1	Boards's Comment about Superintendent's Baseline Rating for P.I. 2	Boards's Comment about Superintendent's Baseline Rating for P.I. 3
8	Date for Stage 2	Date(s) for Stage 3	Date(s) for Stage 4

Notes from Stage 1 Meeting:

_____   _____
Superintendent's Signature   Date   BOE President's Signature   Date

Signatures indicate board and superintendent discussed and agreed on the indicators, data/evidence, and baseline ratings.

Stage 2: Develop and Share Growth Plan

1	Date of Stage 2 Meeting	Meeting Participants:
2		Superintendent Initials _____ BOE President's Initials _____ *Initials indicate superintendent shared their growth plan with the board.*

Stage 3: Conduct Check-Ins **Meeting #1**		
1	Date of Stage 3 Meeting #1	Meeting Participants:
2		Summarization of the Discussion about the Performance Indicator(s): Superintendent Initials _____ BOE President's Initials _____ *Initials indicate superintendent updated the board on their progress with the performance indicator(s).*

If there is time to conduct a second check-in, complete the form below. If not, feel free to leave it blank.

1	Date of Stage 3 Meeting #2	Meeting Participants:
2		Summarization of the Discussion about the Performance Indicator(s): Superintendent Initials _____ BOE President's Initials _____ *Initials indicate superintendent updated the board on their progress with the performance indicator(s).*

Stage 3: Conduct Check-Ins
Meeting #2

Stage 4: Conduct Annual Evaluation **Meeting #1**		
1	Date of Stage 4 Meeting #1	Meeting Participants:
2		Summarization of the Discussion about the Performance Indicator(s):
3		Board president collects ratings and comments from each board member. This can be submitted via an electronic form, email, or handwritten. *(A template is provided in the appendix of this manual; however, the board president can use a different format if preferred.)*

Notes from Stage 4 Meeting #1:

Stage 4: Conduct Annual Evaluation
Meeting #2

4	Date of Stage 4 Meeting #2	Meeting Participants:		
	Performance Indicator (P.I.) 1		Performance Indicator (P.I.) 2	Performance Indicator (P.I.) 3
5	Board's Rating of the Superintendent for P.I.1		Board's Rating of the Superintendent for P.I.2	Board's Rating of the Superintendent for P.I.3
6	Board's Collective Feedback for the Superintendent about P.I. 1		Board's Collective Feedback for the Superintendent about P.I. 2	Board's Collective Feedback for the Superintendent about P.I. 3
7	Board's Consensus Contract Decision:			
	Board's Consensus Rationale for the Contract Decision:			
8	_____ Superintendent's Signature Date _____ BOE President's Signature Date			
	Signatures indicate board discussed the annual evaluation rating, feedback, and contract decision with the superintendent.			
9	Date to complete Stage 1 for next academic year:			

C. Template for Superintendent Growth Plan

Performance Indicator #1 Growth Plan

Focus Area:

Performance Indicator:

Indicator Impact on Student Success:

Action Steps	Evidence of Completion	Timeframe

Superintendent's Comments:

Performance Indicator #2 Growth Plan		
Focus Area:		
Performance Indicator:		
Indicator Impact on Student Success:		
Action Steps	Evidence of Completion	Timeframe
Superintendent's Comments:		

Performance Indicator #3 Growth Plan		
Focus Area:		
Performance Indicator:		
Indicator Impact on Student Success:		
Action Steps	Evidence of Completion	Timeframe
Superintendent's Comments:		

D. Template for Gathering Board Member Ratings & Comments during Stage 4

How to use the Template for Gathering Board Member Ratings & Comments during Stage 4, located on the next page:

1) Type each performance indicator from Stage 1 of the superintendent evaluation form into the performance indicator boxes in the template.

2) Print one template for each board member (*usually seven copies*).

3) Hand the templates out to each board member, including the board president, before the superintendent's presentation in Stage 4.

4) Remind the board members of the 1-3 performance indicators on the template.

5) Share with the board that this template will be collected at the end of this first Stage 4 meeting and that their individual ratings and comments will be compiled by the board president and shared with the board before the second Stage 4 meeting.

6) Encourage each board member to take notes in the NOTES SECTION during the superintendent's presentation/update.

7) After the superintendent is done presenting and the board is done asking questions, each board member should use the Growth Guide to decide whether the superintendent is *Learning, Developing, Proficient, or Accomplished* for each performance indicator.

8) Encourage each board member to leave comments under each rating with both positive and constructive feedback for the superintendent.

9) Board president should collect the forms before everyone leaves.

10) Board president will compile the ratings and comments and share them with the board before the second Stage 4 Meeting.

Stage 4: Conduct Annual Evaluation
Individual Board Member Ratings & Comments

Performance Indicator (P.I.) 1	Performance Indicator (P.I.) 2	Performance Indicator (P.I.) 3

NOTES SECTION:

Board Member's Rating of the Superintendent for P.I. 1	Board Member's Rating of the Superintendent for P.I. 2	Board Member's Rating of the Superintendent for P.I. 3
Board Member's Comment about Superintendent's Rating for P.I. 1	Board Member's Comment about Superintendent's Rating for P.I. 2	Board Member's Comment about Superintendent's Rating for P.I. 3

_____

Board Member's Signature   Date

E. Table A: Alignment of Superintendent Evaluation Performance Indicators & DESE Competencies

This table shows the alignment between the superintendent evaluation performance indicators used in this manual and the 2022 Missouri Department of Elementary and Secondary Education (DESE) 2022 competencies.

Alignment of Superintendent Evaluation Performance Indicators & DESE Competencies	
Superintendent Evaluation Performance Indicators	**DESE Competencies**
1a: Develops a clear vision, mission, and measurable goals.	1: Develops a clear, measurable and shared vision.
1b: Communicates the vision, mission, and goals to all stakeholders.	2: Communicates the vision to stakeholders.
1c: Collects, analyzes and interprets data to evaluate effectiveness of the district's vision, mission, and goals.	3: Collects, analyzes and interprets data to evaluate results for continuous district improvement. 30: Maintains a focus on high priorities.
2a: Engages and supports staff in aligning district curriculum to state standards and within/across subject areas, grade levels, and courses.	4: Engages and supports staff to vertically and horizontally align curriculum to state/district standards.
2b: Supports staff use of a variety of research-based instructional practices.	5: Supports staff use of a variety of research-based practices appropriate to the intended content.
2c: Ensures the use of formative, benchmark, and summative assessments.	7: Ensure the use of formative, summative and other assessments.
2d: Ensures multiple sources of student, school and district-level data are used to improve student learning.	8: Ensures multiple sources of student, school and district-level data are used to improve student learning.
2e: Promotes a culture of continuous professional learning.	9: Promotes a culture of continuous professional learning.
3a: Implements policies, procedures, and guidelines for the effective operation of the district.	11: Establishes routines, procedures and schedules to maximize learning time. 13: Communicates expectations, guidelines, policies and procedures.
3b: Ensures the district is in compliance with state and federal requirements for reporting and recordkeeping.	15: Ensures the maintenance of personnel records and reports.
3c: Ensures the effective management of fiscal and non-fiscal resources to support district goals and priorities.	16: Ensures the effective management of fiscal resources to support district goals and priorities. 17: Manages non-fiscal resources to support district goals and priorities
3d: Recruits, hires, and retains effective personnel.	12: Recruits, hires, develops and retains effective personnel.
3e: Implements a state-approved educator evaluation system.	6: Ensures a system of effective observation and meaningful, timely feedback on teacher and leader practice.
3f: Oversees the planning and management of district facilities and grounds.	10: Provides oversight of district facilities and grounds.
4a: Provides for the well-being of each student in the district.	19: Advocates for the welfare of each student in the district.
4b: Builds positive and ethical relationships with students in the district.	20: Establishes positive relationships with students in the district.
4c: Builds positive and ethical relationships with staff.	21: Builds positive relationships with staff.
4d: Builds a positive and ethical relationship with the school board.	24: Builds positive and productive relationships with board members.
4e: Ensures a culture of support and respect among students, staff, families, and the community.	22: Ensures a culture of support and respect among staff and in the community.
5a: Connects and engages with professional organizations and associations.	27: Engages in a professional network as a means for growth.
5b: Demonstrates a commitment to personal on-going growth and development.	28: Demonstrates self-awareness and a commitment to ongoing growth and development.
5c: Leads district improvement using innovative and effective change processes.	32: Constructively manages and adapts to change.
5d: Understands, responds to, and influences the political, social, economic, legal, and cultural context.	25: Understands, responds and influences the larger political, social, economic, legal and cultural context.