Slide 1

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Slide 2

Superintendent Evaluation that Works

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➢ **How did we get here?**

➢ **The updated cycle**

➢ **The process**

➢ **Support available**

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Slide 3

How Did We Get Here?

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |

Step 1: Superintendent Evaluation Committee — November 2022 – February 2024

- Committee included 25 people representing 12 Missouri districts
  - Superintendents, board members, and MSBA staff
- Created draft superintendent evaluation documents
  - January through June 2023
- Draft documents were piloted by 12 Missouri districts
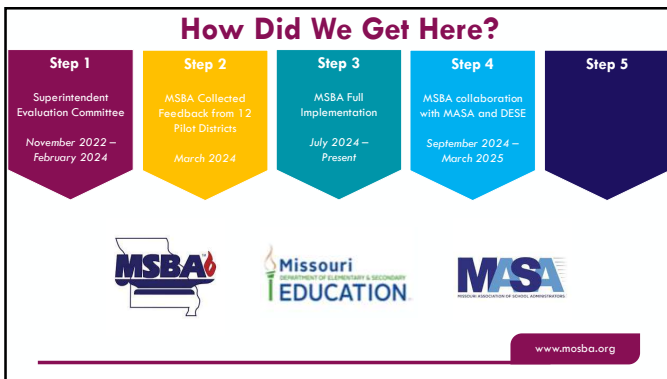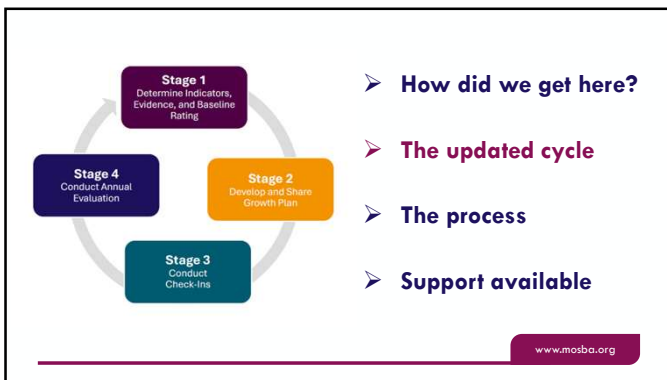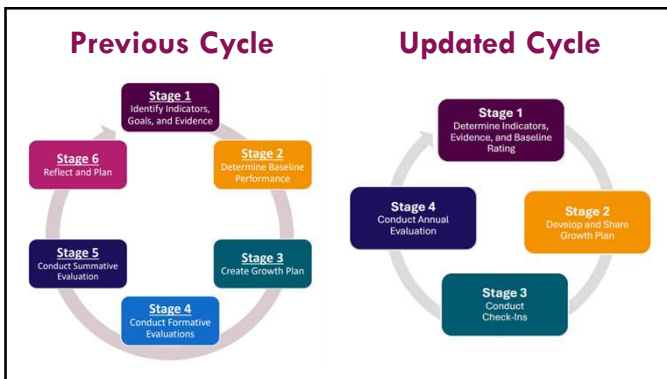 - July 2023 through February 2024

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How Did We Get Here?

Step 1	Step 2	Step 3	Step 4	Step 5
Superintendent Evaluation Committee *November 2022 – February 2024*	MSBA Collected Feedback from 12 Pilot Districts *March 2024*			

Pilot districts provided additional input after the initial implementation cycle

- Belton 124
- Columbia Public Schools
- Crawford County R-I
- Dunklin R-V
- Ferguson-Florissant R-II
- Hillsboro R-III

- Kearney R-I
- Lee's Summit R-VII
- Niangua R-V
- Park Hill
- Rolla 31
- Ste. Genevieve R-II

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How Did We Get Here?

Step 1	Step 2	Step 3	Step 4	Step 5
Superintendent Evaluation Committee *November 2022 – February 2024*	MSBA Collected Feedback from 12 Pilot Districts *March 2024*	MSBA Full Implementation *July 2024 – Present*		

- Districts throughout Missouri began using the process and providing additional feedback
- MSBA collected implementation data through sessions facilitated by Leadership Development
- Superintendent Liaisons solicited additional input from superintendents on potential refinements

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How Did We Get Here?

Step 1	Step 2	Step 3	Step 4	Step 5
Superintendent Evaluation Committee *November 2022 – February 2024*	MSBA Collected Feedback from 12 Pilot Districts *March 2024*	MSBA Full Implementation *July 2024 – Present*	MSBA collaboration with MASA and DESE *September 2024 – March 2025*	

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How Did We Get Here?

Step 1	Step 2	Step 3	Step 4	Step 5
Superintendent Evaluation Committee	MSBA Collected Feedback from 12 Pilot Districts	MSBA Full Implementation	MSBA collaboration with MASA and DESE	Revised Missouri Superintendent Evaluation Tool
November 2022 – February 2024	*March 2024*	*July 2024 – Present*	*September 2024 – March 2025*	*March 2025*

- Updated superintendent evaluation tool released on March 3
- Presentation to superintendents at MASA Conference on March 27
- Presentation to board members at MSBA Summer Summit and Annual Conference
- Implementation using the new tool can begin immediately

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Stage 1 Determine Indicators, Evidence, and Baseline Rating

Stage 4 Conduct Annual Evaluation

Stage 2 Develop and Share Growth Plan

Stage 3 Conduct Check-Ins

- ➢ **How did we get here?**
- ➢ **The updated cycle**
- ➢ **The process**
- ➢ **Support available**

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Previous Cycle

Stage 1 Identify Indicators, Goals, and Evidence

Stage 6 Reflect and Plan

Stage 2 Determine Baseline Performance

Stage 5 Conduct Summative Evaluation

Stage 3 Create Growth Plan

Stage 4 Conduct Formative Evaluations

Updated Cycle

Stage 1 Determine Indicators, Evidence, and Baseline Rating

Stage 4 Conduct Annual Evaluation

Stage 2 Develop and Share Growth Plan

Stage 3 Conduct Check-Ins

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Recommended Implementation Timeline

Two sets of recommended timelines are provided on page 4 of the manual:

1. A 12-month cycle for a returning superintendent

2. An 18-month cycle for a superintendent new to the district

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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 ○ Superintendent shares self-rating and rationale for each performance indicator with the board. ○ 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.

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Evaluation Process	Returning Superintendent Cycle (12 months)	New Superintendent Cycle (18 months)	Task
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: ○ Collects individual board member ratings and comments for each performance indicator. ○ Compiles all ratings and comments. ○ Shares all ratings and comments with the board. 3. In closed session, the board president leads board discussion of compiled ratings and comments to: ○ Determine one rating for each performance indicator. ○ Create board consensus feedback. ○ 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.

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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

➢ **How did we get here?**

➢ **The updated cycle**

➢ **The process**

➢ **Support available**

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Slide 14
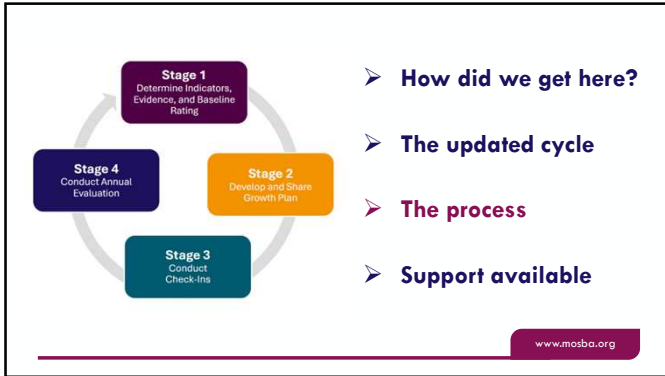
The Standards and Performance Indicators

- The previous MSBA process was developed around 26 quality indicators grouped under four unique standards

- Superintendent preparation programs use 32 different quality indicators under five unique standards

- DESE, MASA, and MSBA representatives collaborated to combine and align competencies into 23 performance indicators under the five existing standards

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Standards & Indicators

- The focus of this collaboration was to identify the indicators best suited to superintendent evaluation

- A superintendent should be asked to focus on a **maximum** of 2-3 indicators in an evaluation cycle

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Growth Guide

The growth guide has been rewritten for the 23 performance indicators, and the descriptors were updated to reflect consistency throughout the document.

Performance Indicator 2e: Promotes a culture of continuous professional learning. [LC9]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of promoting a culture of continuous professional learning.	The Developing Superintendent also... Examines the current status of how the district promotes a culture of continuous professional learning. Develops strategies for promoting a culture of continuous professional learning.	The Proficient Superintendent also... Implements, monitors, and refines strategies for promoting a culture of continuous professional learning.	The Accomplished Superintendent also... Creates a district-wide system to promote a culture of continuous professional learning.

Possible Sources of Evidence	
• Staff survey summary results • Schedule and summary notes of classroom observations and walk-throughs by district and building-level leadership • Evidence of teacher and leader collaboration to improve student learning • Peer observation schedules that show monitoring collective implementation of instructional strategies	• Professional development plan and schedule • Professional development evaluation summaries, staff presentations, and reports • Master school schedule documenting individual and collaborative planning times

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Purpose of the Growth Guide

- To guide the superintendent's growth
- To describe the range of performance for each Performance Indicator
- To help the board and superintendent objectively determine performance ratings on the Performance Indicators based on the evidence presented
- To help the board and superintendent determine the areas of focus for the evaluation
- To help the board and superintendent determine the evidence, data, and artifacts to be used to evaluate the superintendent's performance and growth

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Using the Growth Guide

- The Process Manual includes step-by-step instructions for using the Growth Guide
- Growth is represented by moving from left (Learning) to right (Accomplished)
- Selecting Performance Indicators where the superintendent is already Proficient or Accomplished is not advised
- It is not uncommon for superintendents to end the evaluation cycle in the Learning or Developing categories, and these ratings do not necessarily reflect poor performance
- It does not automatically represent a concern if the superintendent begins and ends the year within the same category

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Each Stage of the Evaluation Manual Includes:

Brief "why" statement

Where we are in the process

Resources we need to complete the stage

Notes on who leads each step of the process

Tasks to complete before the meeting

Reminders to record progress on the forms

Tasks to complete during the meeting

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The Process: Let's Discuss the New Stage 1

Previous Stages 1-2	Updated Stage 1
• Select quality indicators	• Select performance indicators
• Define SMART goals	• Identify evidence/data
• Identify evidence/data	• Determine baseline performance
• Finalize timeline	• Finalize timeline
• Determine baseline performance	

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1. Select Two or Three Indicators

- The board and superintendent will collaboratively select the two or three indicators to be used this cycle
- The selected quality indicators should:
  - Clearly impact student learning and student success
  - Allow the superintendent the opportunity to learn and grow in knowledge and skills
  - Align with the district's strategic priorities (i.e., CSIP goals)
  - Demonstrate overall performance of the superintendent

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2. Identify Evidence/Data

For each quality indicator, which source(s) of evidence most clearly align with the vision of the board & superintendent?

Performance Indicator 2e: Promotes a culture of continuous professional learning. [LC9]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent… Knows and understands the importance of promoting a culture of continuous professional learning.	The Developing Superintendent also… Examines the current status of how the district promotes a culture of continuous professional learning. Develops strategies for promoting a culture of continuous professional learning	The Proficient Superintendent also… Implements, monitors, and refines strategies for promoting a culture of continuous professional learning.	The Accomplished Superintendent also… Creates a district-wide system to promote a culture of continuous professional learning.

Possible Sources of Evidence	
• Staff survey summary results • Schedule and summary notes of classroom observations and walk-throughs by district and building-level leadership • Evidence of teacher and leader collaboration to improve student learning • Peer observation schedules that show monitoring collective implementation of instructional strategies	• Professional development plan and schedule • Professional development evaluation summaries, staff presentations, and reports • Master school schedule documenting individual and collaborative planning times

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3. Determine Baseline Performance

The superintendent and board share their perspectives on the current level of performance, and the board selects the baseline rating with the description that encompasses the superintendent's current status.

Performance Indicator 2e: Promotes a culture of continuous professional learning. [LC9]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent… Knows and understands the importance of promoting a culture of continuous professional learning.	The Developing Superintendent also… Examines the current status of how the district promotes a culture of continuous professional learning. Develops strategies for promoting a culture of continuous professional learning.	The Proficient Superintendent also… Implements, monitors, and refines strategies for promoting a culture of continuous professional learning.	The Accomplished Superintendent also… Creates a district-wide system to promote a culture of continuous professional learning.

Possible Sources of Evidence	
• Staff survey summary results • Schedule and summary notes of classroom observations and walk-throughs by district and building-level leadership • Evidence of teacher and leader collaboration to improve student learning • Peer observation schedules that show monitoring collective implementation of instructional strategies	• Professional development plan and schedule • Professional development evaluation summaries, staff presentations, and reports • Master school schedule documenting individual and collaborative planning times

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4. Finalize the Evaluation Timeline

- With Stage 1 complete, the team looks ahead and plans for the remainder of the process
  - Stage 2: Superintendent Creates Growth Plan
  - Stage 3: Evaluation Check-Ins (How many? How often? How formal/informal?)
  - Stage 4: Conduct Evaluation
- MSBA provides a recommended window for each Stage that the board might consider
- Establishing the timeline early allows for advanced planning by both the board and superintendent, and eliminates the possibility of last-minute surprises

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Questions on the new Stage 1?

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The Process: Let's Discuss the New Stage 2

Previous Stage 3	Updated Stage 2
• Superintendent Growth Plan	• Superintendent Growth Plan

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Superintendent Growth Plan

- The superintendent will develop an individual growth plan
  - Describes how the identified goals will be achieved
  - Includes information on the data/evidence that will be provided
  - Provides timeframes for the completion of the action steps
- Use the growth guide descriptors to plan for movement to a higher rating
- The growth plan is simply shared with the board

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Questions on the new Stage 2?

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The Process: Let's Discuss the New Stage 3

Previous Stage 4	Updated Stage 3
• Formative Evaluations	• Superintendent updates
	• Board feedback on progress

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Evaluation Check-Ins

- Evaluation Check-Ins are typically held during **closed session**
- As formal or as informal as the governance team chooses
  - Formal example
    - Superintendent will provide an evidence-based update to the board on action plan progress for each indicator
    - The board will collectively determine a formative rating and feedback comment for each indicator
  - Informal example
    - Casual conversation between superintendent and board about how things are going

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Effective Feedback Guidance

- Research demonstrates that formative feedback is most effective when it…
  - Demonstrates a sincere interest in supporting the person
  - Is framed positively to acknowledge progress and emphasize continued improvement
  - Engages the superintendent in discussion on additional resources that can be provided to support their continued development
  - Supports the superintendent's self-reflection/self-awareness

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Questions on the new Stage 3?

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The Process: Let's Discuss the New Stage 4

Previous Stages 5-6	Updated Stage 4
• Summative evaluation	• Superintendent presents final evidence
• Contract decision	• Board determines final rating and collective feedback
• Reflect and plan	• Contract decision
	• Begin planning for the next evaluation cycle

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Conduct Evaluation (Part 1)

- Final evaluations are held during **closed session**
- The superintendent will present evidence that demonstrates the progress made toward the growth plan action steps, along with an update on the evidence/data that the board and superintendent collectively agreed upon
- The remaining board discussion may be held with or without the superintendent present
- Board members submit their individual ratings and comments for each selected indicator to the board president

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Conduct Evaluation (Part 2)

- The board president compiles all ratings and comments and shares the complied information with the entire board
- During a closed session, the board discusses the complied feedback and must reach consensus to...
  - Determine one rating for each selected indicator
  - Create unified board feedback for the superintendent
- The summative evaluation should inform the board's contract decision

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Conduct Evaluation (Part 3)

- The board makes a final recommendation regarding the superintendent's contract status for the following year: extension, non-extension, or separation from employment
- The board should provide a rationale for the recommendation
- The board president leads a discussion that includes the superintendent and the full board to share the final ratings, consensus feedback, and contract decision
- Decisions on superintendent employment must not be taken lightly and should involve legal counsel; carefully review the page in the manual on Superintendent Contract Considerations

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Process Reflection and Future Planning

- The full governance team engages in conversation to reflect on the previous cycle and discuss possible goals for the coming year
- This process can be completed simultaneously with the next cycle's Stage 1, if desired
- All, some, or none of the selected indicators can be carried over to the next evaluation cycle
    - Based on the progress from the concluding cycle, is continued growth on any of the prior indicators still desired?
    - Have district priorities shifted? If so, should any of the superintendent's target growth areas change to reflect these adjustments?
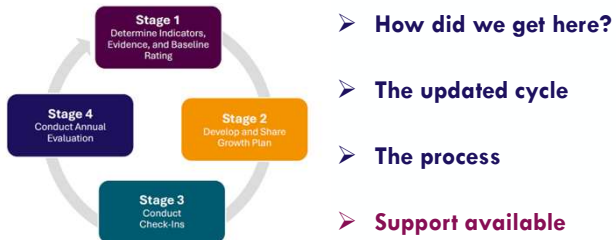
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Questions on the new Stage 4?

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Stage 1
Determine Indicators, Evidence, and Baseline Rating

Stage 4
Conduct Annual Evaluation

Stage 2
Develop and Share Growth Plan

Stage 3
Conduct Check-Ins

➢ **How did we get here?**

➢ **The updated cycle**

➢ **The process**

➢ **Support available**

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Option 1: Self-Directed Superintendent Evaluation	The process manual, forms and growth guide are free for anyone in the state to use. Board internally runs the superintendent evaluation process.
Option 2: MSBA Supported Superintendent Evaluation	MSBA can support you as needed: 1) Full in-person support for Stages 1-4. 2) Partial in-person and/or virtual supports for some of the 4 stages. 3) Virtual planning support.

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