



# 2016 Superintendent Evaluation

MICHIGAN ASSOCIATION OF SCHOOL BOARDS

# Introductions



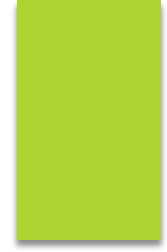
Please share:

- Your name
- # Years on the Board
- What concerns do you have about evaluating the superintendent?

# Learning Targets

- ▶ Describe indicators of superintendent job performance
- ▶ Identify possible artifacts to evidence superintendent job performance
- ▶ Establish and plan for a rational cycle and check points for superintendent evaluation
- ▶ Collectively rate performance of the superintendent using MASB's 2016 Superintendent Evaluation Instrument

# You've Got This



# Relevance to You

- ▶ Reduce confusion and tension among board members and with the superintendent
- ▶ Keep the focus on what is most important for your students in your district
- ▶ Be confident that you are executing your duties properly and living up to the trust your community has placed in you
- ▶ Limit the risk of lawsuit to the school district

# Legal Requirements

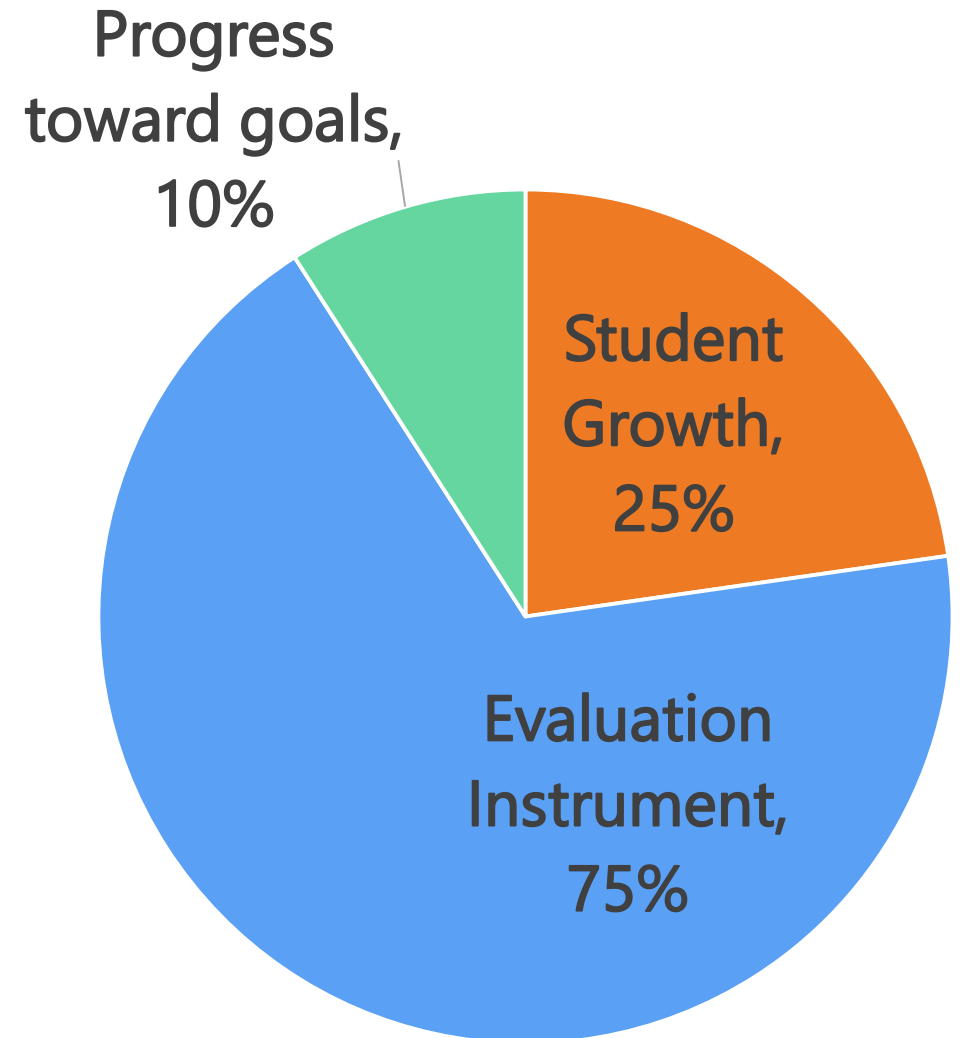


# Legal Requirements - Overall

- ▶ Evaluate superintendent annually
- ▶ Assign a rating of highly effective, effective, minimally effective or ineffective
- ▶ Comply with the Open Meetings Act
- ▶ Comply with the Freedom of Information Act

# Legal Requirements - Composition

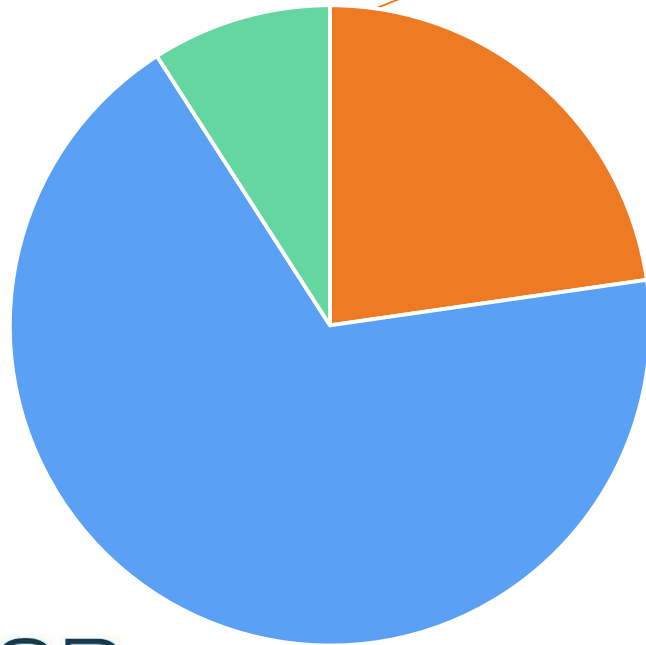
- ▶ Take into account multiple measures of student growth at a weight of 25% moving to 40%
- ▶ Remaining portion primarily the instrument





# Legal Requirements – Student Growth

- ▶ Aggregate student growth of entire district



**District-  
wide**

# Legal Requirements - Student Growth

- ▶ Student growth measures the amount of students' academic progress between two points in time.
- ▶ The data considered must be from a single group of students:  
Last year's 4<sup>th</sup> graders ▶ This year's 5<sup>th</sup> graders

# Legal Requirements - Other Factors

- ▶ Effectiveness at ensuring implementation and execution of an **annual evaluation** system in accordance with the law
- ▶ **Progress towards goals** set forth in the school district's school improvement plans
- ▶ **Pupil attendance** in the school district
- ▶ Student, parent and teacher **feedback**
- ▶ Other information considered pertinent by the board of education

# Legal Requirements - Contingencies

- ▶ Highly effective/three consecutive annual evaluations:
  - Board may choose to conduct an evaluation biennially instead of annually (only until rating slips from HE)
- ▶ Minimally effective
  - Board must develop and require the superintendent to implement an improvement plan to correct the deficiencies

# Personal Experience

Share a time when you've been evaluated.

*What did you like about it?*

*What did you dislike?*

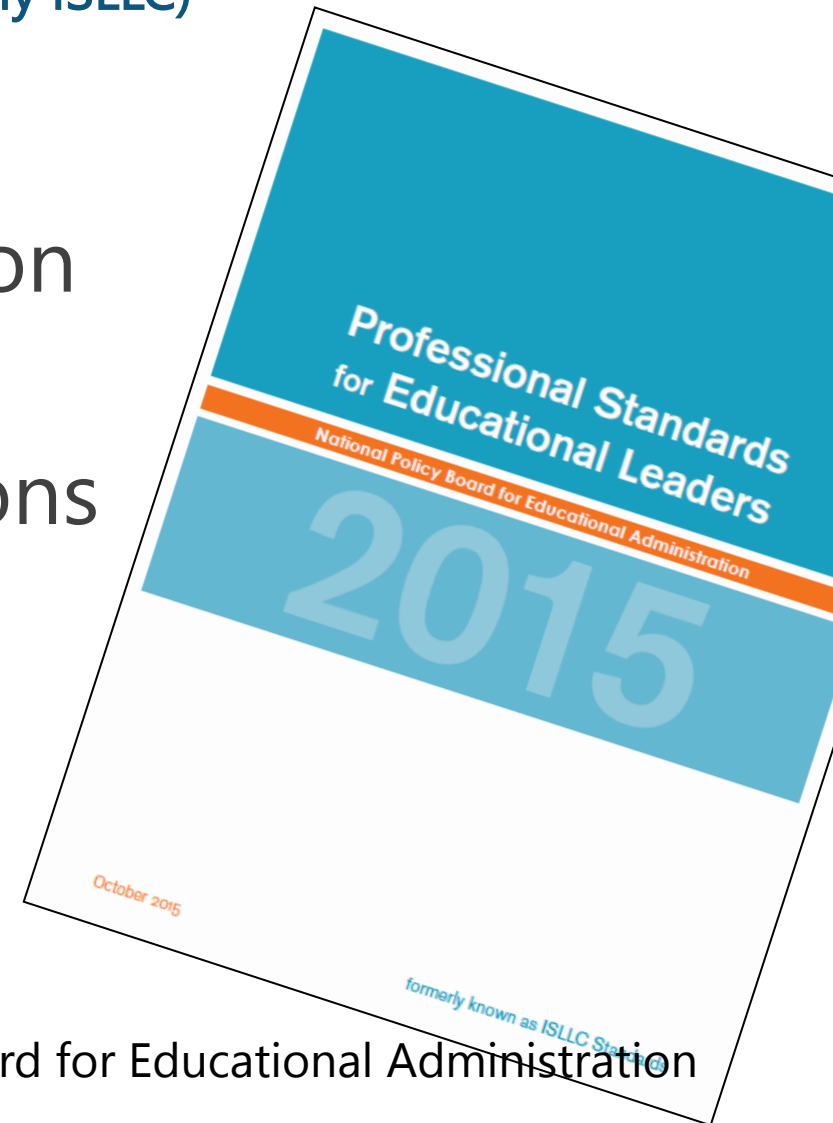


# What Do Effective Superintendents Do?



# Professional Standards for Educational Leaders (2015) (formerly ISLLC)

- ▶ Two year process
- ▶ Substantial involvement of the profession
- ▶ > 1,000 practicing educational leaders
- ▶ NSBA, AASA, NAESP, NASSP contributions
- ▶ Extensive review of research
- ▶ Multiple committees
- ▶ Vetting and public comment



# Standards – *The Drivers*

## Standard 1. Mission, Vision and Core Values

- ▶ Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high quality education, academic success and well-being of *each* student.

## Standard 2. Ethics and Professional Norms

- ▶ Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.



# Standards – *The Drivers*

## Standard 3. Equity and Cultural Responsiveness

- ▶ Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

## Standard 10. School Improvement

- ▶ Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

# Standards – *The Core*

## Standard 4. Curriculum, Instruction and Assessment

- ▶ Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.

## Standard 5. Community of Care and Support for Students

- ▶ Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

# Standards – *The Supports*

## Standard 6. Professional Capacity of School Personnel

- ▶ Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

## Standard 7. Professional Community for Teachers and Staff

- ▶ Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

# Standards – *The Supports*

## Standard 8. Meaningful Engagement of Families and Community

- ▶ Effective educational leaders engage families and the community in meaningful, reciprocal and mutually beneficial ways to promote each student's academic success and well-being.

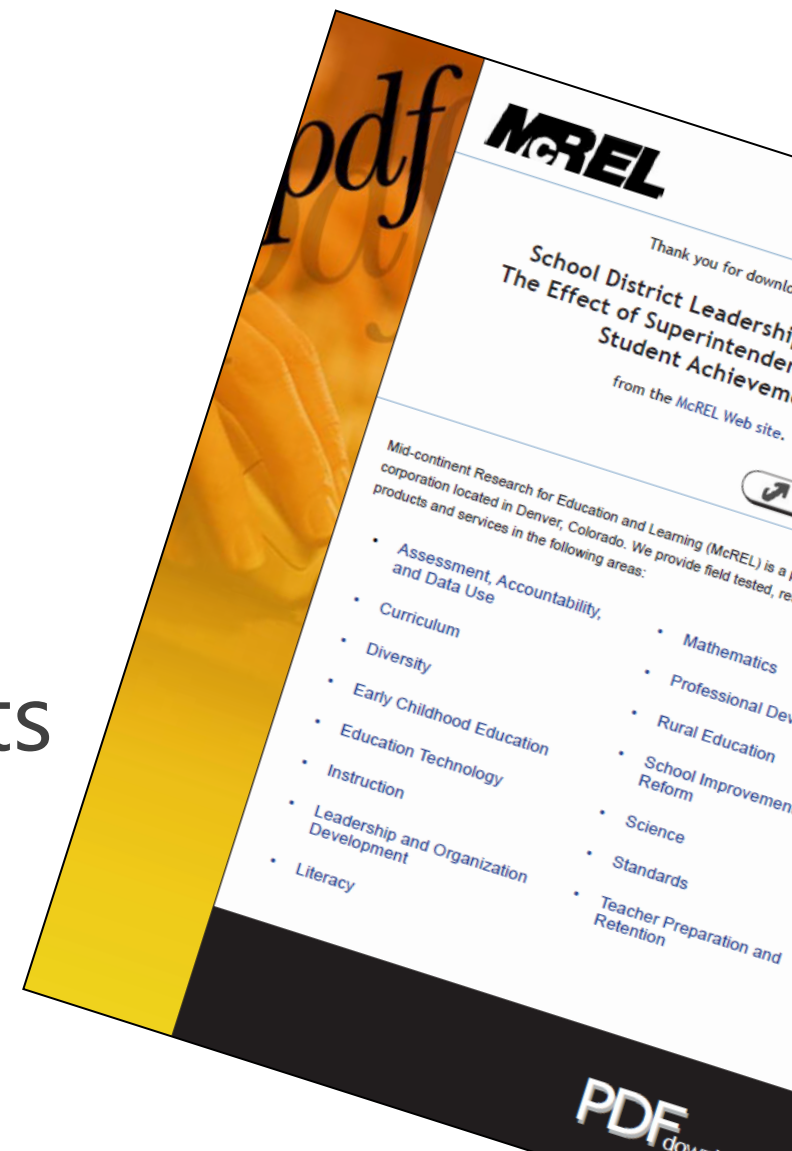
## Standard 9. Operations and Management

- ▶ Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

# School District Leadership That Works

Mid-Continent Research for Education and Learning

- ▶ Meta-analysis  
(research on the research)
- ▶ 27 studies since 1970
- ▶ 2,817 districts and 3.4 million students
- ▶ Rigorous, quantitative methods



# Key Findings - Overview

- ▶ District-level leadership has an impact on student achievement
- ▶ Effective superintendents focus their efforts on creating goal-oriented districts
- ▶ Superintendent tenure has an impact on student achievement

# Key Findings - Collaborative Goal-Setting

- ▶ Effective superintendents include all relevant stakeholders, including central office staff, building-level administrators and board members, in establishing goals for their districts.



# Key Findings - Non-Negotiable Goals

Effective superintendents ensure that the collaborative goal-setting process results in non-negotiable goals in at least two areas:

- ▶ Student achievement
- ▶ Classroom instruction





# Key Findings - Board Alignment & Support

In districts with higher levels of student achievement, the local board of education is aligned with and supportive of the non-negotiable goals for achievement and instruction.



# Key Findings - Monitoring Goals

Effective superintendents continually monitor district progress toward achievement and instructional goals to ensure that these goals remain the driving force behind a district's actions.

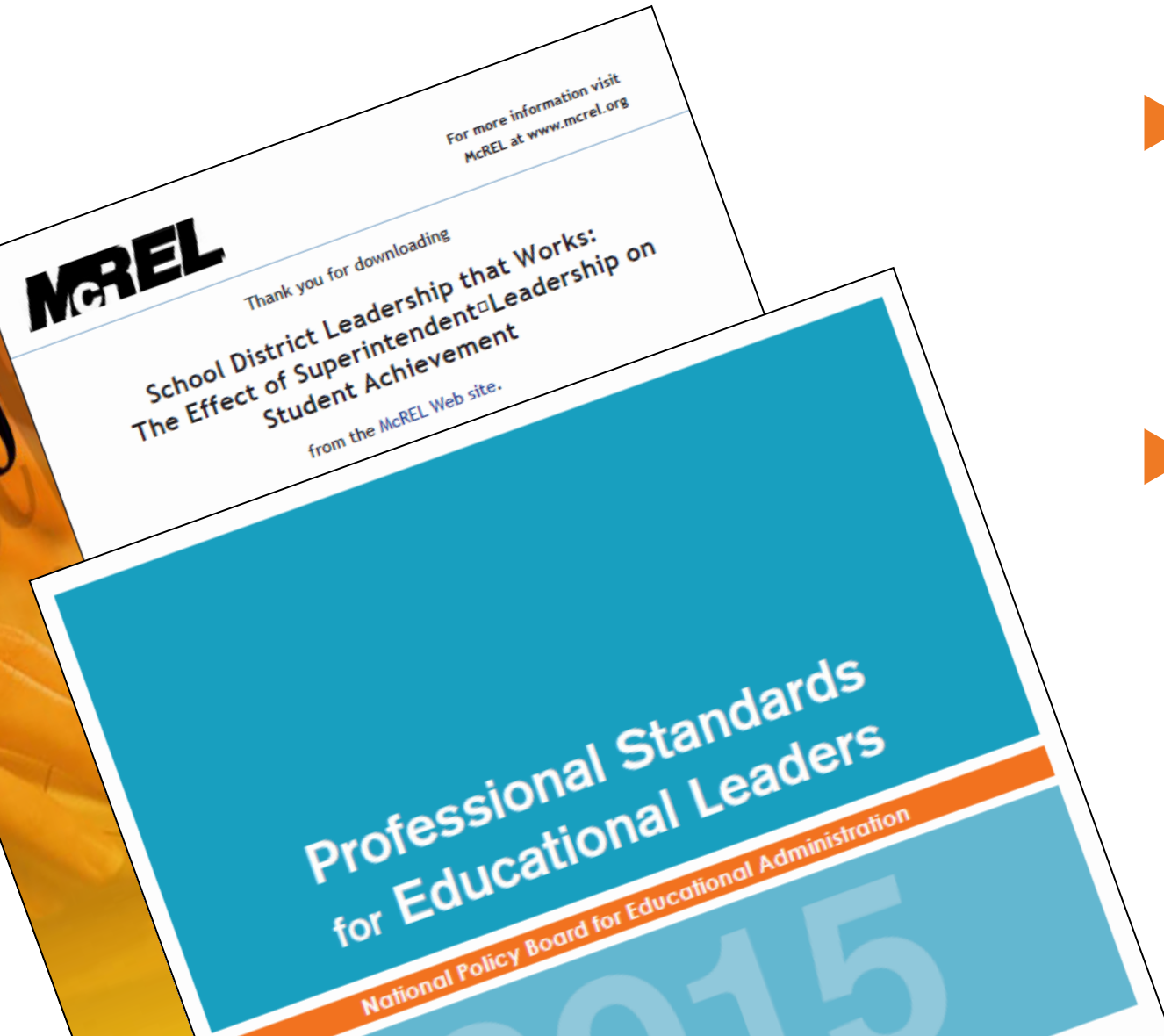


# Key Findings - Use of Resources

Effective superintendents ensure that the necessary resources, including time, money, personnel and materials, are allocated to accomplish district goals.

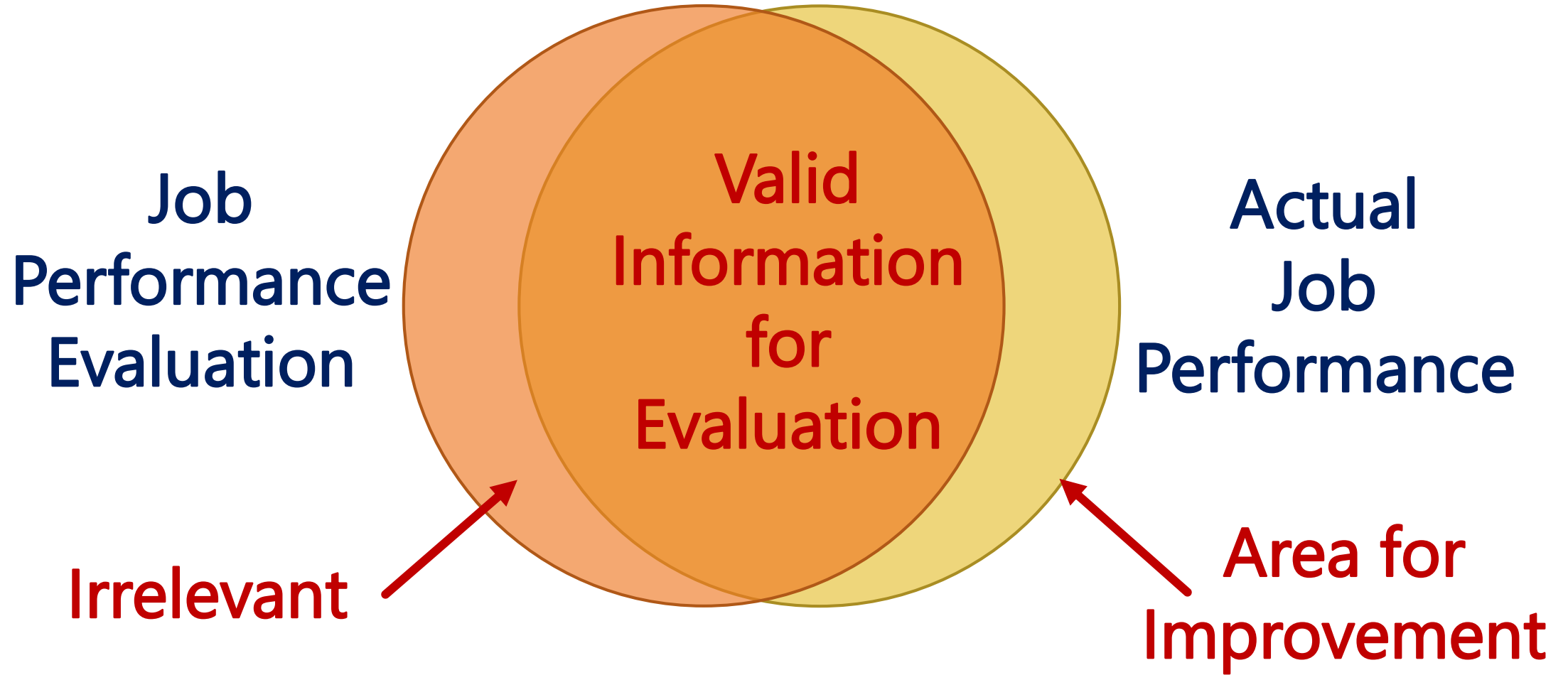


# Research Base



- ▶ 30 years of research on the practices and behaviors of superintendents
- ▶ MASB's evaluation instrument is based on what we know effective superintendents do

# Measuring Performance



# Understanding & Using the Instrument



# What Superintendents Do

Review the performance categories and pick one you feel comfortable with.

Write down one behavior that would fit into the category you chose.



# Performance Categories

Governance & Board  
Relations

Community Relations

Staff Relations

Business & Finance

Instructional Leadership



# Rubrics

- ▶ Lists a set of criteria, which defines and describes the important components of the work being evaluated
- ▶ Demystifies the evaluation process...really! 😊

# A. Governance & Board Relations

Performance Category

Performance Level

Performance Indicator

Progressive Performance Level Language

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	Policy involvement Professional Standards for Educational Leaders: 2,9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
A2	Goal development Professional Standards for Educational Leaders: 1,9,10	Goals are not developed.	Goals are defined by state curriculum and designed to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Believes in and facilitates the development of short-/long-term goals for the district. Aligns the available resources within the budget to accomplish these goals.	
A3	Information Professional Standards for Educational Leaders: 2,7,9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the appropriate information so it may be used.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
A4	Materials and background Professional Standards for Educational Leaders: 7,9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	
A5	Board questions Professional Standards for Educational Leaders: 4,7,9	Board questions aren't fully answered and some information may be incorrect. Some questions may be avoided.	Most board questions are answered. All members aren't apprised of all relevant questions/ answers.	Board questions are addressed with follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
A6	Board development Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	
Category rating:						

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

- Meeting agendas/minutes
- Board packets
- Memos/communications
- Board policies/policy book
- Communication protocols

# Rubric Exploration - A

- ▶ Take a close look at **A. Governance & Board Relations**
- ▶ Each person choose one performance indicator: A1, A2, A3, A4, A5, A6.
- ▶ Notice the progressive nature of the descriptors. Underline words that stand out for you.
- ▶ Turn to a partner and discuss your observations.
- ▶ As a group, discuss what's key to this performance category. Do you have questions about any of the indicators?

# Rubric Exploration - B

- ▶ Take a close look at **B. Community Relations**
- ▶ Each person should focus on one performance indicator.
- ▶ Review the descriptors for each rating in the indicator.
- ▶ Write a 12 word summary of what this indicator is 'about' to share with your fellow board members.
- ▶ As a group, share your summaries. Discuss the behaviors described. Do you have questions about any of the indicators?

# Rubric Exploration - C

- ▶ Take a close look at **C. Staff Relations**
- ▶ Each person should focus on one performance indicator.
- ▶ Review the descriptors for each rating in the indicator.
- ▶ Write three behaviors that would contribute to a highly effective rating in the indicator you chose.
- ▶ As a group, review each performance indicator and share the behaviors you identified. Discuss the behaviors. Do you have questions about any of the indicators?

# Rubric Exploration - D

- ▶ Take a close look at **D. Business & Finance**
- ▶ Each person choose one performance indicator.
- ▶ Underline words that stand out for you.
- ▶ Turn to a partner and discuss your observations.
- ▶ As a group, discuss what's key to this performance category. Do you have questions about any of the indicators?

# Rubric Exploration - E

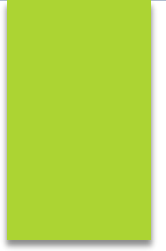
- ▶ Take a close look at **E. Instructional Leadership**
- ▶ Each person should focus on one performance indicator.
- ▶ Review the descriptors for each rating in the indicator.
- ▶ Write three behaviors that would contribute to a highly effective rating in the indicator you chose.
- ▶ As a group, review each performance indicator and share the behaviors you identified. Discuss the behaviors. Do you have questions about any of the indicators?

# Plan for Success

Debrief and discuss the potential impact and considerations for using these rubrics.



# The Importance of Evidence



# Evidence

- ▶ Encourages the use of evidence to illustrate performance
- ▶ Helps to reduce bias and subjectivity in performance evaluation

	Standards for Educational Leaders: 7,9	information regarding agenda or background information.	perspective.	included.
A5	Board questions Professional Standards for Educational Leaders: 2,7,9	Board questions aren't fully answered and some information may be incorrect. Some questions may be avoided.	Most board questions are answered. All members aren't apprised of all relevant questions/ answers.	Board questions are addressed w follow-up to members.
A6	Board development Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides members with informat regarding board development opportunities when they arise an budgets for board development.
Artifacts that <u>may</u> serve as evidence of performance in this domain:				
<input type="checkbox"/> Meeting agendas/minutes <input type="checkbox"/> Board packets <input type="checkbox"/> Memos/communications <input type="checkbox"/> Board policies/policy book				
<input type="checkbox"/> Retreat agendas/minutes <input type="checkbox"/> Board development plan <input type="checkbox"/> Communication protocols <input type="checkbox"/> Board development mater				

Artifacts that may serve as evidence

# Evidence

- ▶ Items generated by superintendents provide evidence of meeting the goals
- ▶ Work with the superintendent to reach consensus on the evidence-based data sources to be used
- ▶ Multiple sources should be used



# What is Evidence?

- ▶ If you can count it, you'll be looking for proof of those numbers:

**Data | Dollars | Students | Time**

*Records that things have changed.*

- ▶ If you can see it, you'll be looking for visible signs:

**Plans | Paperwork | Schedules**

*Records indicating things have occurred  
or are going to occur.*

# Utilizing Evidence

Turn to the Appendix that contains the list of possible artifacts.

Identify two artifacts that may serve as evidence in each category.

Share with the group.



Governance & Board Relations

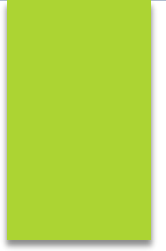
Community Relations

Staff Relations

Business & Finance

Instructional Leadership

# Aspects of the Evaluation Cycle



# A Developmental Process

- ▶ Helps to further develop knowledge and skills
- ▶ Clarifies performance expectations
- ▶ Provides mechanism for feedback, which is both appreciated and valuable
- ▶ Links superintendent's work to district goals

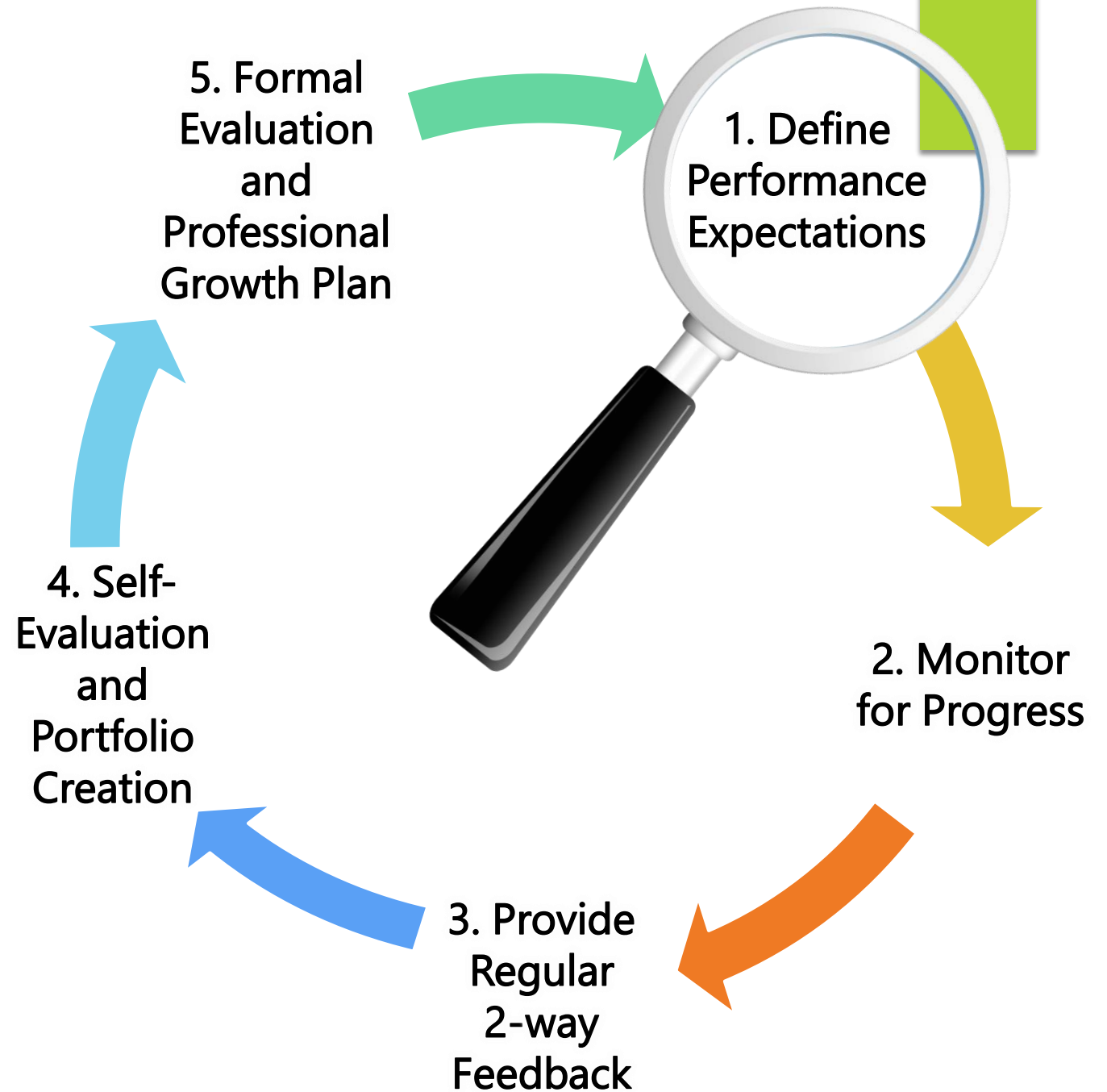
# Planning

Mutually agree upon:

- ▶ Evaluation timeline and key dates
- ▶ Performance goals
- ▶ Appropriate benchmarks and checkpoints (formal and informal)
- ▶ Artifacts to be used to evidence superintendent performance
- ▶ Process for compiling the year-end evaluation
- ▶ Process and individual(s) responsible for conducting the evaluation conference with the superintendent



# Evaluation Cycle



# Performance Expectations

- ▶ Clarify the Board's expectations
- ▶ Establish priorities for the work
- ▶ Provide a clear statement of Board support for the work being done
- ▶ Provide an accountability framework

**District  
Goals**

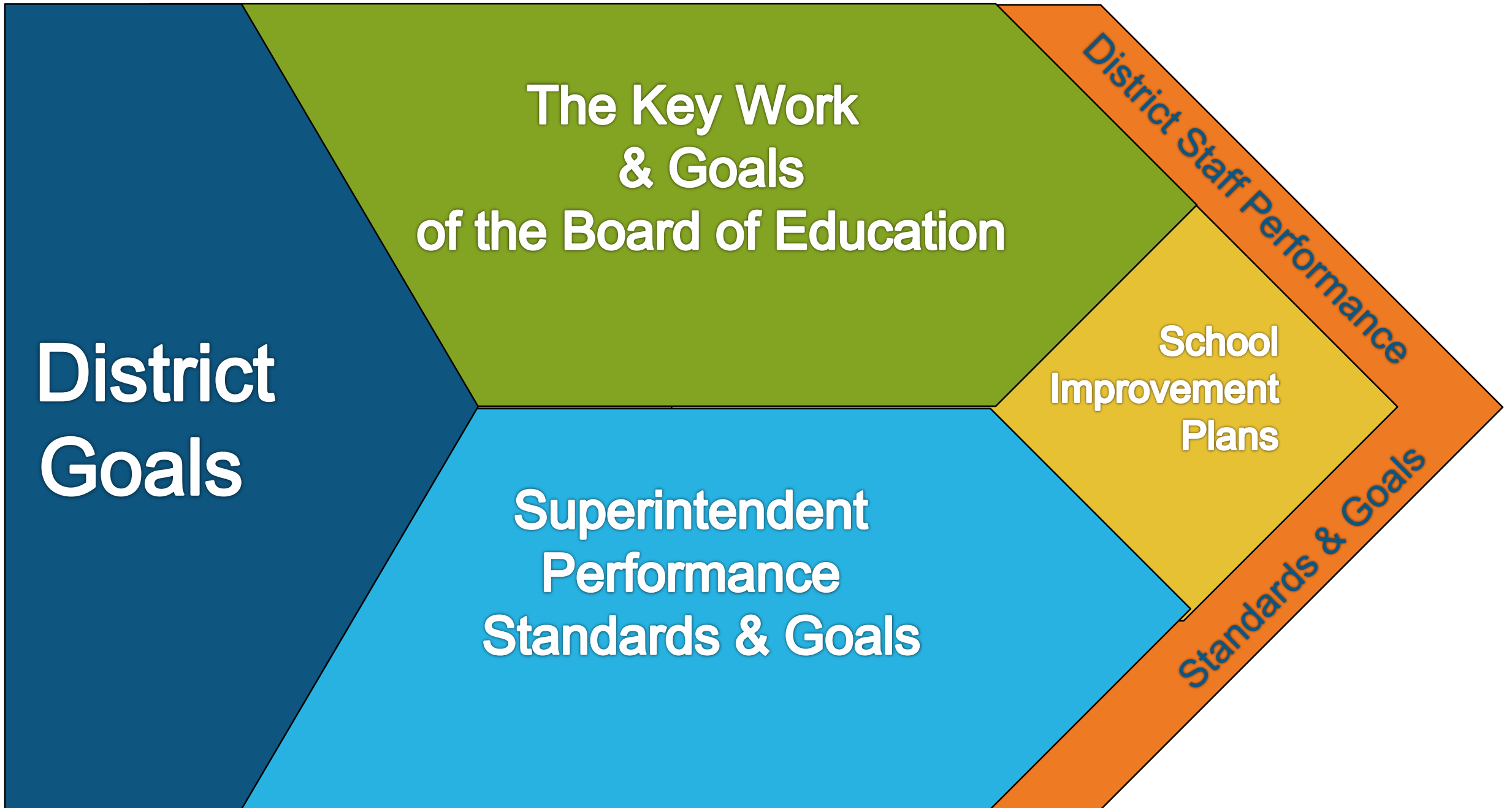
**The Key Work  
& Goals  
of the Board of Education**

**Superintendent  
Performance  
Standards & Goals**

**School  
Improvement  
Plans**

**District Staff Performance**

**Standards & Goals**



# Performance Goals

- ▶ Define expectations beyond:
  - What has been defined by the research as indicators of performance (rubrics)
  - What has been established as district-wide improvement goals (district-wide improvement plan)
  - What has been identified in the district's student growth model (student growth model)
- ▶ Drive forward motion for the district
- ▶ Be limited in quantity

# Process for Goal Development

1. Identify the district goal/priority/indicator/student performance data that the superintendent's goal is intended to support
2. Ask the superintendent:
  - *What will we see next year toward the accomplishment of this that we don't see now?*
  - *What measure will we use to know that the difference represents meaningful progress?*
3. Allow superintendent time to craft a response
4. Once agreed upon, board and superintendent develop SMART goal statements

# Performance Goals...

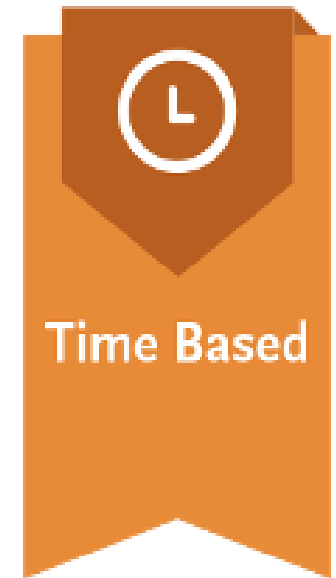
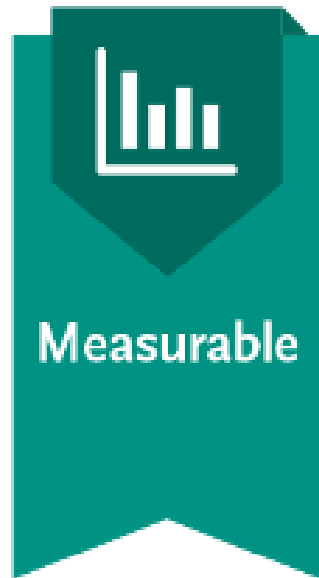
S

M

A

R

T



# Example: From a District Goal



## District Goal:

*District staff and community leaders educate the public and elected officials regarding the impact of legislative and regulatory requirements on students.*

## Superintendent Performance Goal:

*The superintendent shall remain up-to-date on regulatory and legislative issues affecting the District.*

# Example: From a District Goal



## District Goal:

*The District maximizes resources available for instruction.*

## Superintendent Performance Goal:

*The superintendent shall present an annual budget that shows an increase in district resources directed to instruction.*



# Example: From a Performance Indicator on Evaluation Instrument

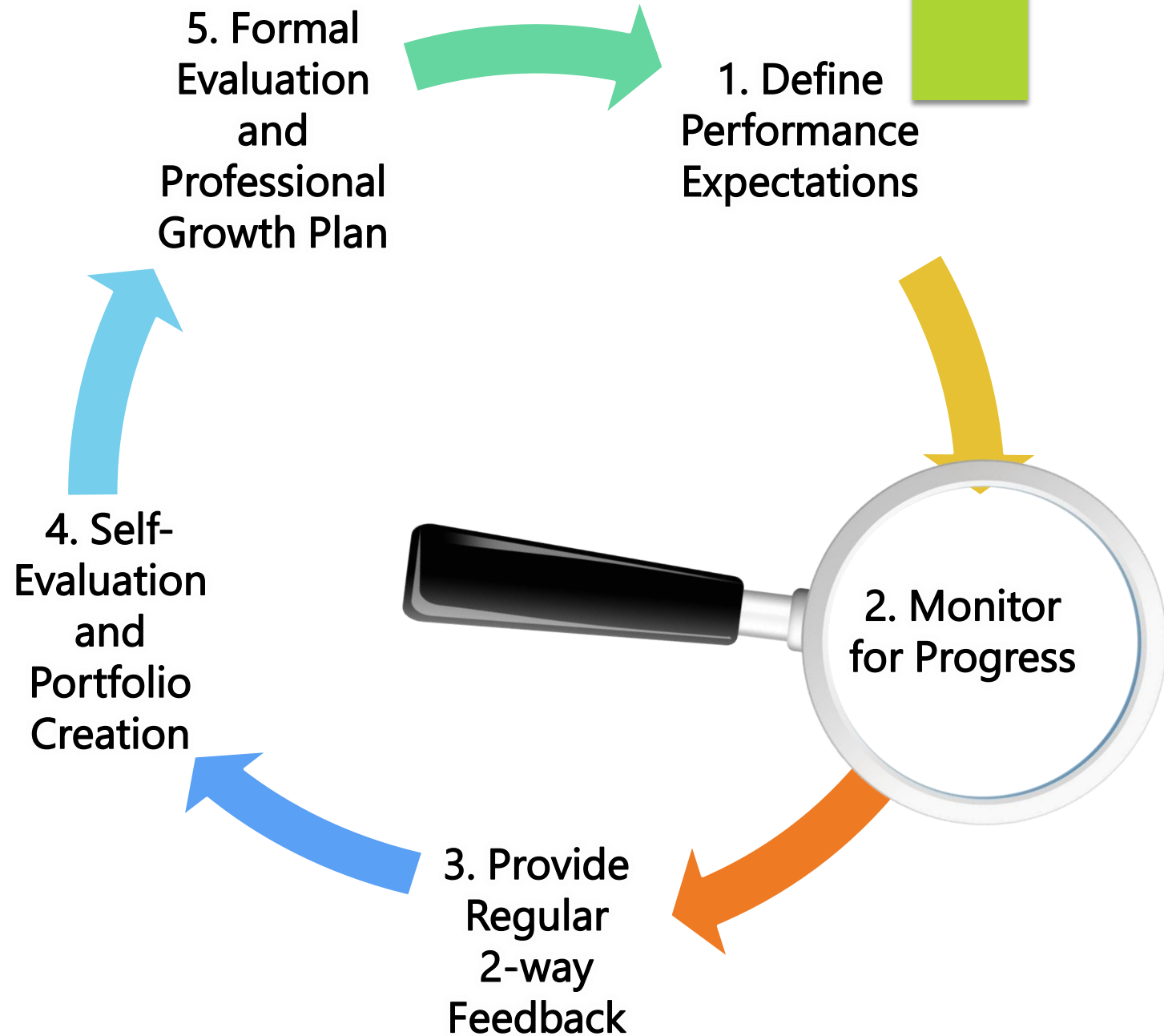
## Performance Indicator:

*The superintendent provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.*

## Superintendent Performance Goal:

*By September of 2016, the superintendent will have seen to the development of a district-wide instructional model and a plan for its implementation – with the intention of full implementation by September of 2018.*

# Evaluation Cycle



# Monitoring for Progress

- ▶ How will progress be measured?
- ▶ What is the baseline (starting point) measurement?
- ▶ When will data be available to check on progress?
- ▶ What is the expected change?
- ▶ Have logical checkpoints been identified?

# Evaluation Cycle



# When to Give Feedback

- ▶ Informally – shortly after the behavior
  - Be mindful of surroundings
  - Plan your conversation (S-B-I Framework)
- ▶ Formally – during regularly scheduled check-ins
  - According to the planned calendar
  - In consultation with your president



## CCL's 3 Essential Steps to Giving Feedback

# S

### Situation

Describe the situation. Be specific about when and where it occurred.

# B

### Behavior

Describe the observable behavior. Don't assume you know what the other person was thinking.

# I

### Impact

Describe what you thought or felt in reaction to the behavior.

## Example

I was asked about the lockdown at the elementary school Friday .

You sent the board an email about it late that afternoon instead of a text message.

I was caught completely unaware by the question.

# Practice Feedback

Take a moment and  
write an S-B-I feedback  
that may relate to a  
coworker or family  
member.

## CCL's 3 Essential Steps to Giving Feedback

# S

### Situation

Describe the situation. Be specific about when and where it occurred.

# B

### Behavior

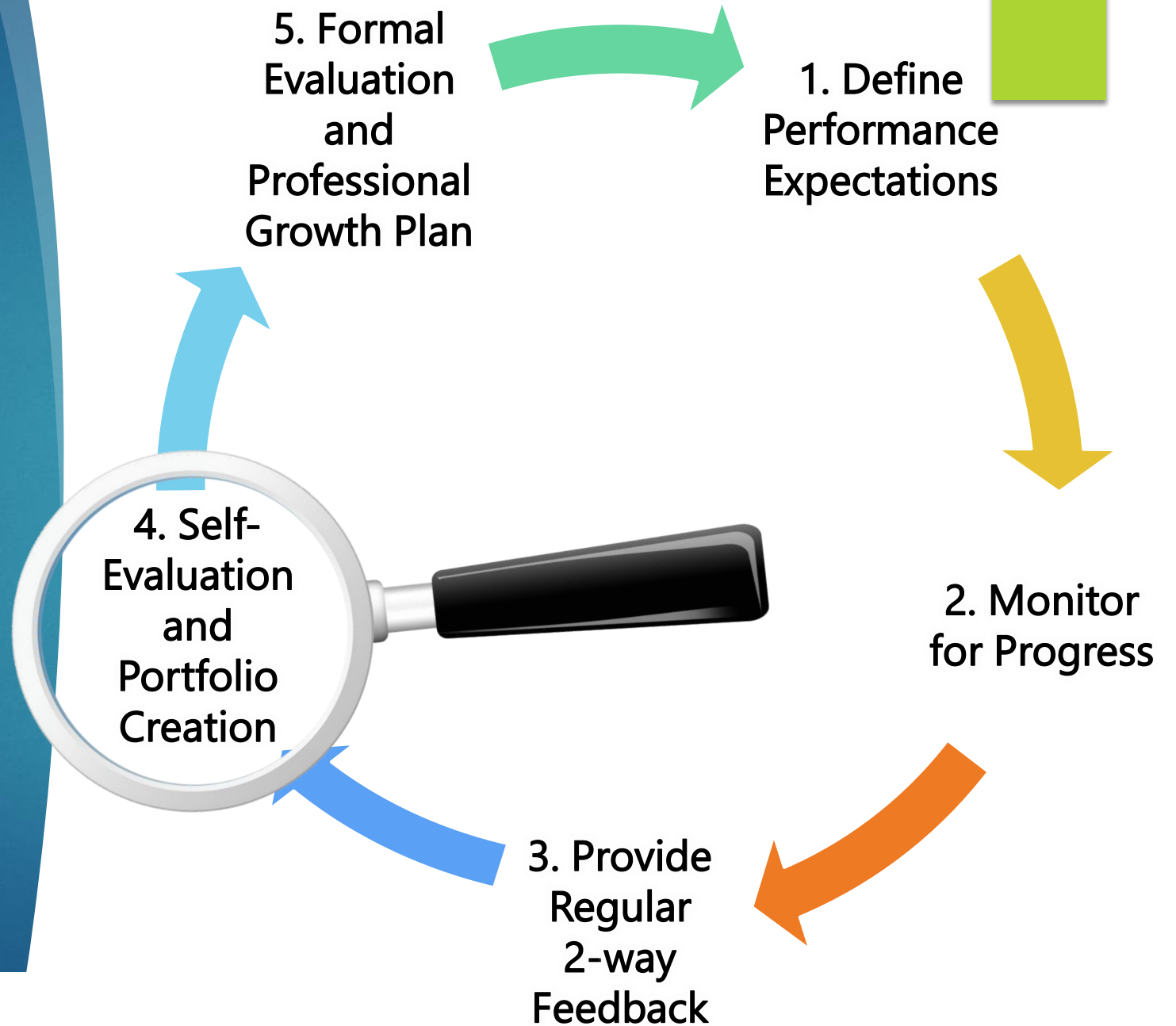
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### Impact

Describe what you thought or felt in reaction to the behavior.

# Evaluation Cycle





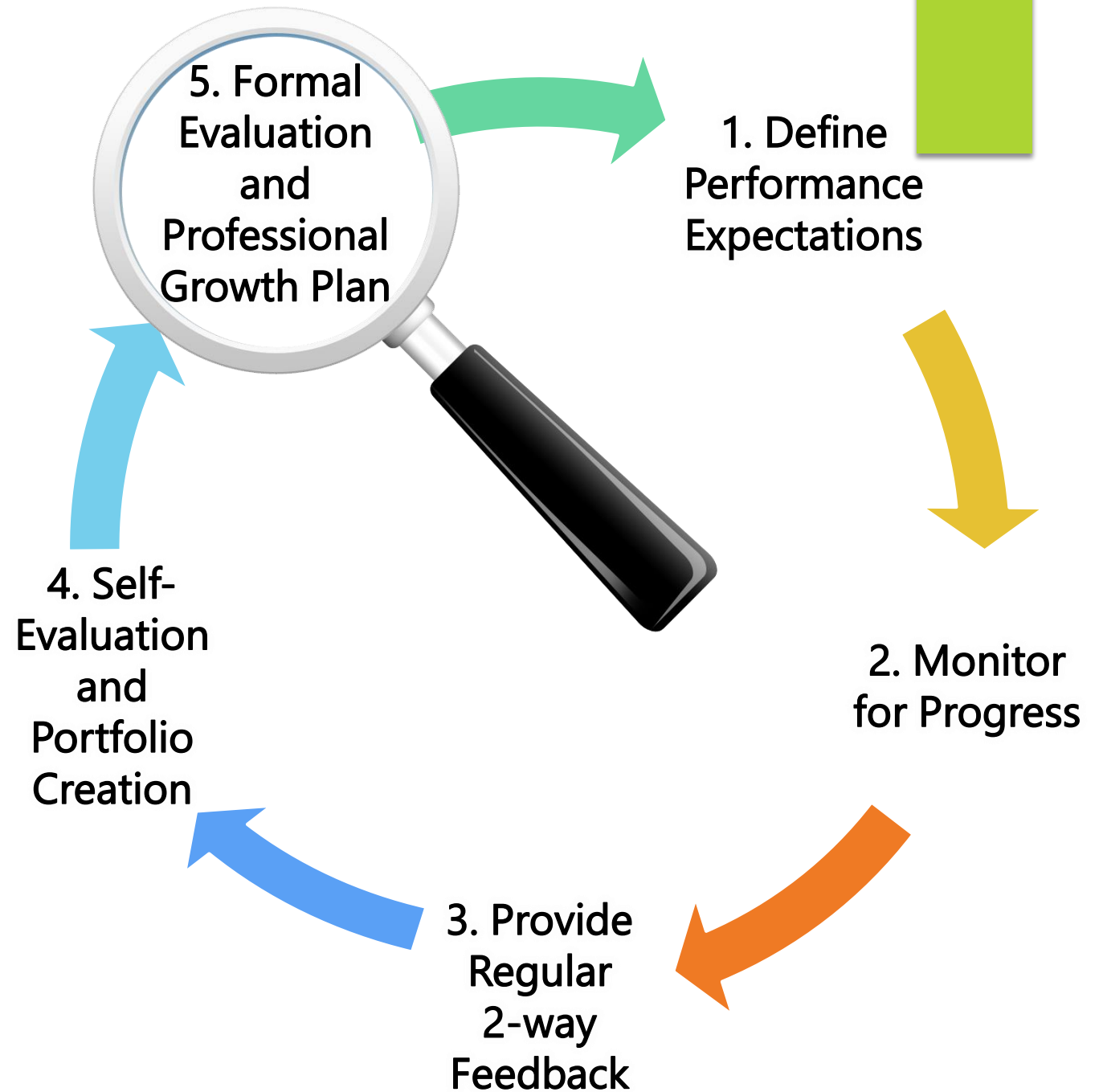
# Superintendent Self-Evaluation

- ▶ The superintendent evaluates him/herself using the evaluation instrument.
- ▶ He/she compiles data related to and evidence of performance.
- ▶ The superintendent shares information with the board prior to the board beginning to work on the year-end evaluation.

# How to Process a Self-Evaluation

- ▶ Be open to the information being shared.
- ▶ Provide the information and superintendent the regard appropriate for an evaluation.
- ▶ Read through the evaluation, comments and the evidence provided.
- ▶ Ask questions about any items that require clarification.

# Evaluation Cycle



# Formal Evaluation

## *Prior to meeting:*

- 1) Superintendent prepares self-evaluation, compiles evidence and provides to Board of Education.
- 2) Board members seek clarity as needed regarding self-evaluation or evidence provided.
- 3) Board of Education members receive blank evaluation instrument and make individual notes about their observations.

# Formal Evaluation

## *During meeting:*

- 4) Superintendent presents self-evaluation and evidence.  
Superintendent remains present throughout the meeting.
- 5) Board president reviews with Board of Education superintendent's self-evaluation and evidence provided for each domain and facilitates conversation about performance.
- 6) Score is assigned for each performance indicator via consensus of the Board of Education.

# Compiling the Evaluation

- ▶ Boards should use a consensus model for completing the summative evaluation.
- ▶ Board members discuss each performance indicator and settle on a score they can all *live with*, those scores are then totaled according to weight, etc.

# Formal Evaluation

## *During meeting:*

- 7) Upon completion of all performance indicators within all domains, board president calculates overall professional practice score and identifies the correlating rating.
- 8) Board president reviews with Board of Education evidence provided related to progress towards district-wide goals.
- 9) Score is assigned for progress towards district-wide goals via consensus of Board of Education.

# Formal Evaluation

## *During meeting:*

- 10) Board president reviews with Board of Education evidence provided related to district's student growth model.
- 11) Score is assigned for student growth via consensus of Board of Education.
- 12) Board president calculates overall evaluation score based on professional practice, progress toward district-wide improvement goals and student growth ratings.



# Formal Evaluation

## *During meeting:*

- 13) Board president makes note of themes/trends identified by the Board of Education during the evaluation.
- 14) Board president calls for vote to adopt completed year-end evaluation for superintendent.
- 15) Superintendent notes his/her comments on evaluation.
- 16) Board president and superintendent sign completed evaluation form.

# The Problem with Averaging

- ▶ MASB cannot ensure reliability of the instrument when scores are averaged.
- ▶ Averaging 5/7/9 board member scores does not reflect the view of the Board of Education.
- ▶ Averaging does not provide clear direction to the superintendent.

# Formal Evaluation

## *After the meeting:*

- 17) Completed evaluation form reflects Board of Education's assessment of superintendent's performance.
- 18) Board president works with superintendent to coordinate public statement about superintendent's performance.

# Closed Meeting Exception

- ▶ “A public body may meet in a closed session...to consider a periodic personnel evaluation of a...staff member...if the named person requests a closed hearing.”
- ▶ “Person requesting a closed hearing may rescind the request at any time, in which case the matter at issue shall be considered after the rescission only in open session.” MCL 15.268(a)

# Closed Meeting Exception (cont.)

## OPEN PHASE

- ▶ Scheduling the evaluation
- ▶ Choosing and modifying the evaluation instrument
- ▶ Establishing performance goals or expectations
- ▶ Determining process for the evaluation
- ▶ Adoption of the completed evaluation
- ▶ Voting to go into closed sessions
- ▶ Related board actions and discussions

## CLOSED PHASE

*\*\*\* if requested by employee\*\*\**

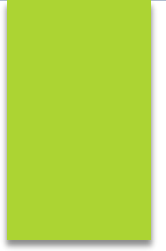
- ▶ Discuss & deliberate about the evaluation

# Consensus with a Closed Meeting

## *Once back in the open meeting:*

- ▶ The board president reads aloud:
  - The consensus score/rating identified for each performance indicator and the calculated domain scores
  - The score/rating for progress towards district-wide goals
  - The score/rating for student growth
  - And then the overall rating earned by the superintendent. (This may occur at a subsequent meeting.)
- ▶ The board president calls for a vote to adopt the completed year-end evaluation for the superintendent.

# Establishing and Using a Calendar



# Annual Calendar

## JANUARY

- Expectations
- Schedule

## APRIL

Informal  
Update

## JUNE

Formal Discussion

## AUGUST

Informal  
Update

## NOVEMBER

Evaluation



# Check-Ins

- ▶ Revisit the expectations the board established.
- ▶ Discuss the extent to which those expectations are being met.
- ▶ Inquire about barriers to progress as well as if/how they may be removed.
- ▶ Feedback can be framed in simple terms:
  - *Continue to do...Do more of...Do less of...*

# Annual Calendar

- ▶ January – Workshop (60-90min.)
  - Expectations
    - ▶ What do we expect to be accomplished?
    - ▶ What are our indicators of success?
    - ▶ What evidence will we expect to see?
  - Document
    - ▶ Document mutually agreed upon expectations, indicators and evidence
  - Schedule
    - ▶ All dates

## JANUARY

- Expectations
- Schedule

# Items Needed @ Beginning of Cycle

- ✓ Superintendent's Job Description (or Policy)
- ✓ Current Superintendent's Contract
- ✓ Any Board Policies or Procedures that Relate to Superintendent Evaluation
- ✓ Current District-wide Improvement Plan or Strategic Plan
- ✓ District Student Growth Model
- ✓ Current Superintendent Performance Goals
- ✓ Blank Copy of Evaluation Instrument (rubrics)
- ✓ Board Planning Calendar

# Annual Calendar

## ▶ April- Informal Update

- Board president shares any specific questions from board members
- Superintendent provides a written update to the board on expectations and indicators of success
- Board offers input on status/progress to date



# Annual Calendar

## ▶ June – Workshop (60-90min.)

- Board president provides questions from the board *prior* to the meeting
- Superintendent provides update on progress
- Board seeks clarification if needed
- Discussion on progress and growth
- Adjustments to course or goals are discussed

**JUNE**

**Formal Discussion**

# Annual Calendar

- ▶ August – Informal Update
  - Similar to April Update
  - Greater focus on status of district
  - Update on new school year initiatives
  - Enrollment, funding projections



**AUGUST**

Informal  
Update

# Annual Calendar

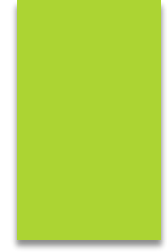
## ▶ November – Formal Evaluation

- Superintendent conducts self-evaluation; presents portfolio with evidence
- Board members review portfolio *prior* to evaluation, seek clarification as needed
- Board reviews expectations and conduct evaluation via consensus
- Open, constructive discussion centered on growth

**NOVEMBER**

**Evaluation**

# Possible Cycles



## Jan. – Dec.

## July – June

## April - March

Activity	Month	Activity	Month	Activity	Month
Instrument, process, timeline and goals mutually established	January	Instrument, process, timeline and goals mutually established	July	Instrument, process, timeline and goals mutually established	May
Informal update	April	Informal update	October	Informal update	August
Formal discussion and check-in on progress towards goals	June	Formal discussion and check-in on progress towards goals	December	Formal discussion and check-in on progress towards goals	October
Informal update	August	Informal update	February	Informal update	December
Annual evaluation	November	Annual evaluation	May	Annual evaluation	March
Advantage: Aligns with election cycle. Board members who establish goals are likely the same board members evaluating performance.		Advantage: Aligns with the school year. Is compatible with natural flow of the school year as well as hiring cycle for most superintendents.		Advantage: Aligns with contract renewal cycle in many cases. Boards of Education must provide superintendents 90 days' notice in the event of nonrenewal of contract.	



# Caution!

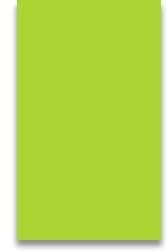
- ▶ January-November cycle aligns with school board elections
- ▶ Special effort must be invested to orient new board members so they understand what expectations were established for the superintendent and the process for evaluating him/her



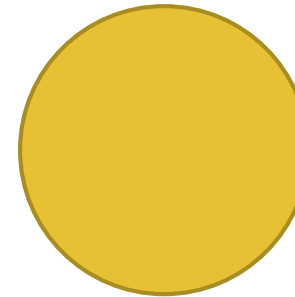
# Learning Targets

- ▶ Indicators of superintendent job performance
- ▶ Possible artifacts to evidence superintendent job performance
- ▶ A rational cycle and check points for superintendent evaluation
- ▶ Rating performance of the superintendent using MASB's 2016 Superintendent Evaluation Instrument

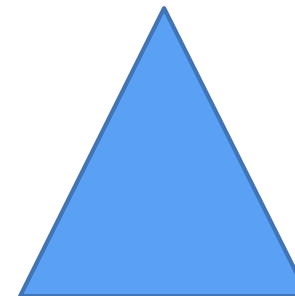
What **squared** with your thinking?



What questions are running **around** in your head?



How might this information **change** your practice?





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Баярлалаа  
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thank you

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merci