

Framework for Superintendent Evaluation – Oscoda Area Schools

Michigan Website Reporting Requirements

1. Research Base

The Framework for Superintendent Evaluation (FFS) is a research-based set of components of instruction originally developed by Oscoda Area Schools (2011) and has been empirically developed using a wide range of professional resources. The FFS is aligned with effectiveness standards indicated in state statute PA173, which represent the professional consensus of what an educator should exemplify. The Framework is grounded in a constructivist view of learning and teaching. The FFS divides the complex activity of instructional leadership into five domains with 24 components. The domains are catalogued into four arenas of leadership responsibility constituting 18.75% of the evaluation individually and 75% collectively: 1) Planning and preparation, 2) Understands and applies technical skill, 3) Professional responsibility, 4) Leadership and communication.¹ The Framework for Teaching by Charlotte Danielson's work has had considerable influence on the assimilation and creation of this instrument. The fifth domain is worth 25% of the evaluation and is inclusive of student growth and proficiency data.

The framework is based on the Praxis III criteria for teaching and learning. (Dwyer and Villegas, 1993; Dwyer, 1994; Rosenfeld, Freeberg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992)²

Other work also influenced the development of the framework: documents from the standards committees of the National Board for Professional Teaching Standards (NBPTS), work at the University of Wisconsin (Newmann, Secada, & Wehlage, 1995), Michael Scriven's (1994) conceptions of teacher duties, and recent research on the pedagogical implications of constructivist learning. The framework has been subjected to a further intensive review by ETS colleagues Carol Dwyer, Ruth Hummel, and Alice Sims Gunzenhauser².

In addition, the concepts and practices suggested through Michigan Association of School Boards (MASB) have been embedded and shaped the process inherently involved with the construction and implementation of the FFS. National Policy Board for Educational Administration (2015). [Professional Standards for Educational Leaders 2015](#). Reston, VA: Author.

The 2015 Standards embody the most inclusive search of superintendent research. The identification of standards were inclusive of 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders and leadership demands of the future. The National Association of Elementary School Principals, National Association of Secondary School Principals and American Association of School Administrators were instrumental to this work. The public was also invited to comment on two drafts of the Standards, which contributed to the final product. Midcontinent Research for Education and Learning (2006). [School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement](#). Denver, CO: Author.

2. Identity and Qualifications of the Author

Dr. Christine Beardsley, Ed.D. provided the initial authorship for the tool in concert with the protocols inherent in the Danielson Framework and MASB Superintendent Evaluation. Dr. Beardsley was the first educational leader in the State of Michigan to quantify a teacher evaluation system with tangible student data. Dr. Beardsley has served as a superintendent for over 20 years in the State of Michigan. The work has been modified through the practice and progression of evaluation in regard to the qualitative empirical observation and simultaneously the quantitative data generating piece stored through InFormed through the leadership of Scott Moore, Ed.S. Scott Moore is currently conducting research through Eastern Michigan University on the implications of educator evaluation in one Northern Michigan School District.

3. Evidence of Reliability, Validity, and Efficacy

FFS has been subjected to several validation studies over the course of its development and refinement, including audits by independent educators. The final conclusion of the overall effectiveness of any instrument in the State of Michigan is not currently possible, as the process is evolving as more data is available. The correlation to effective instructional outcomes and the inherent analysis of evaluative performance will continue to be scrutinized at great lengths as the district attempts to provide the best services possible at all facets of the organization. This on-going analysis will continue to integrate the most applicable research and student-achievement data available for the effective evaluation of instructional leaders.

Training Plan for Board of Education and Superintendent

All Board members and the superintendent are scheduled to receive training on the evaluation tool on March 13, 2017 on the evaluation process and tool from Dana McGrew of Iosco Regional Educational Service Agency.

Superintendent Evaluation Tool

Timeline:

1. As per Board Policy, the Board will consider the Superintendent's Evaluation at the Regular Board Meeting in February.

Domain 1: Planning and Decision-Making – 18.75%

Ineffective Minimally Effective Effective Highly Effective

Domain 2: Technical Skills – 18.75%

Ineffective Minimally Effective Effective Highly Effective

Domain 3: Professional Responsibilities – 18.75%

Ineffective Minimally Effective Effective Highly Effective

Domain 4: Leadership and Communication – 17.75%

Ineffective Minimally Effective Effective Highly Effective

Domain 5: Student Growth and Achievement – 25%

Overall Superintendent Evaluation Rating

Ineffective Minimally Effective Effective Highly Effective

Purpose

The evaluation process should be an ongoing system to improve the quality of performance and leadership as well as identify areas of strength and required improvement. This process should promote growth in administrative effectiveness by interaction between the Board and Superintendent. Each board member should review this document and determine the rating that he/she believes is appropriate for each item prior to the meeting of the whole.

Domain 1: Planning and Decision-Making

Component 1a: District Planning

The Superintendent oversees the development and implementation of short and long-term strategic planning in which others are included; the training of administrators, supervisors, and Board in planning techniques and implementation; the development and implementation of plan accountability systems/procedures; and the evaluation, reporting, and interpretation of planning results.

Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 1b: Process of Decision Making

Superintendent promptly, correctly, and thoroughly weighs all factors and does what is best for the total district. Superintendent has the ability to face controversy, to remain true to convictions, and to follow Board of Education Policy and labor agreements.

Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 1c: Expectations for Academic Achievement/District Philosophy
Superintendent promotes and believes in the educational experience of all children and is sensitive to the affordable needs of the students. Promotes the vision of "Students First."

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 1d: Monitoring and Supervising Instructional Practice and Delivery of District

Approved Curriculum.

Superintendent oversees the development of data analysis to evaluate the curriculum and instruction through all grade levels. When applicable, Superintendent will identify inadequacies within the district's instructional practices and delivery of the approved curriculum. When inadequacies are identified, the Superintendent communicates them to the Board as well as suggested revisions which prevent the identified inadequacies from negatively impacting the education of the district's student's.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 1e: Understanding and Communication of District Goals

Superintendent has an understanding of district goals and can effectively communicate those goals to the general public. Superintendent's spoken and written language is at a level which meets expectations. When notified of public concern regarding the district's goals, Superintendent provides this feedback to the Board for consideration and potential modification of the district's goals.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Domain 2: Understands and Applies Technical Skills

Component 2a: Organization and Administration of Budget

Superintendent monitors and oversees the budget process, informs the Board of Education of financial needs and changes, and forecasts financial requirements. Further, Superintendent demonstrates an understanding of the budget process and priorities district's financial needs in conjunction with the district's goals.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 2b: Curriculum Development

Superintendent encourages administrators to identify areas in need of improvement and investigate curriculum changes to address these needs through visits to other schools, reading, research, or experimentation. When curriculum improvements are identified, Superintendent makes reasonable effort to ensure these improvements are adequately communicated to the Board.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 2c: District Resources

Superintendent effectively assesses current and future facility resources and needs of the school district and develops a plan to address those needs. Superintendent makes every effort to ensure that district resources are utilized in the most efficient manner possible.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 2d: Creating a Safe and Orderly Environment

Superintendent consistently looks for ways to update or improve the workplace as it relates to safety and providing an orderly environment. Environment is warm, safe, and employees and students feel secure. Superintendent encourages subordinates to create an environment conducive to the education of all students.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 2e: Hiring Faculty and Staff

Superintendent actively participates in the hiring process. When applicable, Superintendent ensures that hiring and termination recommendations to the board support the vision of "Students First" as well as the district's goals. Superintendent cooperates with others regarding staffing to ensure a staffing level which promotes an environment conducive to student education.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 2f: Evaluating Faculty and Staff

Superintendent uses the evaluation process as a tool to improve job performance. When areas of improvement are identified for staff members Superintendent works with staff to address the identified concerns. Expectations for job performance are clearly defined and articulated. Evaluation schedules are created, monitored, and adhered to. When in the district's best interest Superintendent utilizes the proper channels to terminate the employment of staff members deemed ineffective.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Domain 3: Professional Responsibilities

Component 3a: Demonstrating Work Ethic

Superintendent demonstrates acceptable time-management and problem-solving skills. Superintendent meets or exceeds deadlines identified by the Board or imposed by State or Federal Law. The Superintendent demonstrates punctuality at a level which meets expectations.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 3b: Modeling Integrity, Reliability, and Trustworthiness
Superintendent is reliable and dependable. Others trust Superintendent. Superintendent shares accomplishments with others. When areas of concern within the district are identified, Superintendent makes every reasonable effort to communicate these areas of concern to the Board in a prompt fashion. Responsibility for failure or problems is accepted and dealt with by the Superintendent at a level which meets expectations

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 3c: Personal Characteristics
Superintendent is suitably attired and well-groomed; speaks clearly and effectively; is poised in the face of difficulties; has moral character; exhibits professionalism; and is courteous and respectful to others. Superintendent exhibits professionalism and passion in interactions with the Board, staff members, and the community at large.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 3d: Professional Growth

Superintendent participates in professional development and encourages other employees to engage in self-improvement programs which expose them to new developments in their field, both formal and informal. Superintendent promotes a culture of lifelong education and development for all staff members.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 3e: Engaging Families, Business, and Community in the Instructional and Extra-Curricular Programs.

Superintendent promotes the district's instructional and extracurricular programs and encourages everyone in the community to participate. Superintendent has the willingness to work with everyone, including students, parents, constituent districts, and the general public.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 3f: Involving others in District and Academic Development
Superintendent seeks to foster teamwork, high morale and cohesiveness among employees, but gives direction to ensure student achievement. Superintendent listens to and communicates all reasonable suggestions for school improvement regardless of the source of these ideas.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Domain 4: Leadership and Communication

Component 4a. Leadership and Management Techniques

Superintendent establishes lines of responsibility and authority among staff; utilizes the abilities of staff; is responsive to the needs of the school district; maximizes leadership through creativity and initiative; and executes successful negotiations with union groups.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 4b. Board Relations

Superintendent prepares and presents reports and materials for and to the Board; provides recommendations to the Board; responds to requests from the Board; keeps the Board informed about operations in the district; and communicates personally and effectively with all Board Members.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 4c: Development of Effective Administrator Training

Superintendent develops and implements a training plan for all current and new administrators to guide all staff in obtaining improved student success, and oversee the professional development opportunities to strengthen instruction. Superintendent exhibits the skills necessary for administrator success and acts as a role model for all administrators regardless of their length of employment.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 4d: Feedback and Constructive Criticism

Superintendent has the ability to give constructive criticism (criticism kindly meant that has a goal of improving some area of another's person's life or work) to co-workers and personnel that are under his/her direct supervision. Superintendent has the ability to take constructive criticism as a positive gesture for self-improvement and professional growth.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 4e: Public Relations

Superintendent is available to the public (parents, community groups, press, constituent districts); has the ability to meet with people and interpret district programs; has a willingness to keep the public well-informed and interested. Superintendent promotes public participation in all the district's endeavors.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 4f: Responding to Staff, Parent, Student and Other School Problems

Superintendent demonstrates compassion and sensitivity when responding to staff, parent, student, or other school problems. Superintendent exhibits flexibility and a willingness to respond to all communications at a level which meets expectations.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Component 4g: Participation and Leadership in School and District Projects and Committees

Superintendent is involved in district projects and committees at a level which meets expectations. The Superintendent provides valuable contributions on committees within the district.

- Ineffective Minimally Effective Effective Highly Effective

Superintendent's Comments: _____

Board Member's Comments: _____

Domain 5: 2016-17 Assessments of Oscoda Area Schools For Student Growth and Achievement

Grades K-6

- **NWEA Utilized as Growth Measure for all (4) Subjects Tests 3X Per Year (34%)**
- **Pre-Post Assessments for Math & ELA (6th Grade Science and Social Studies too) (33%)**
- **Local Grades K-6 (33%)**
- M-Step Potentially Incorporated for Evaluative Purposes in 2016-17 for Grades 3-6
- Inclusion of Rigby & Dibels to be Discussed in August for Potential Evaluative Purposes

Grades 7-8

- **NWEA 2X per year in Sept & May *inquire if staff wants 3X annually (34%)**
- **Pre-Post Assessments for ALL COURSES (33%)**
- **Local Grades 7-8 (33%)**
- M-Step Potentially Incorporated for Evaluative Purposes in 2016-17 for Grades 7-8

Grades 9-12

- NWEA Utilized ONLY FOR SPED and POTENTIALLY Tier II Students
- **Pre-Post Assessments for ALL COURSES (50%)**
- **Local Grades 9-12 (50%)**
- PSAT Distributed for 9th and 10th Grade in Spring of 2016 (potential proficiency score)
- 11th Grade PSAT Proctored in Fall of 2015 Only (Non-Evaluative)
- 11th Grade M-Step, SAT and Work Keys
- All 10th Grade Students will be Administered Compass Test (Non-Evaluative)

***Assessments colored in blue will be incorporated into data utilized for evaluation in 2016-17.**

****It is anticipated that in 2017-2018 Student Proficiency Data will be inclusive of state assessment data, if available.**

*****The collective teacher results represent the score for the superintendent to be utilized for the data component.**