Is Your Board Ready for New Superintendent Evaluation Requirements ?

MASA-MOSPRA Spring Conference

March 20, 2014

Janet Tilley

Director of Board Development

Missouri School Boards' Association

Today's Discussion

✧ Review new requirements for educator evaluations

✧ Examine DESE Model Superintendent Evaluation

✧ Examine how to transition to the new model

- Selecting quality indicators

- Evidence for establishing baseline performance and growth

- Timeline

Why Has Missouri Changed Evaluation System Requirements?

✧ Improve student performance

✧ Support opportunity for educator, including superintendent, growth and improvement

✧ Increased emphasis on accountability

✧ Assurance for the ESEA waiver

Essential Principles of Effective Evaluation

1. Measure performance against **research-based, proven practices**
2. Include multiples ratings to **differentiate levels of performance**
3. Support educators through **probationary period** to ensure sufficient induction and socialization
4. Use **student learning growth** as significant part of evaluation
5. Provide **meaningful and timely feedback**
6. Provide periodic **training for evaluators**
7. Use the **results and data to inform personnel decisions**

**All district evaluations must align with these principles by 2014-15**

Evaluation Process
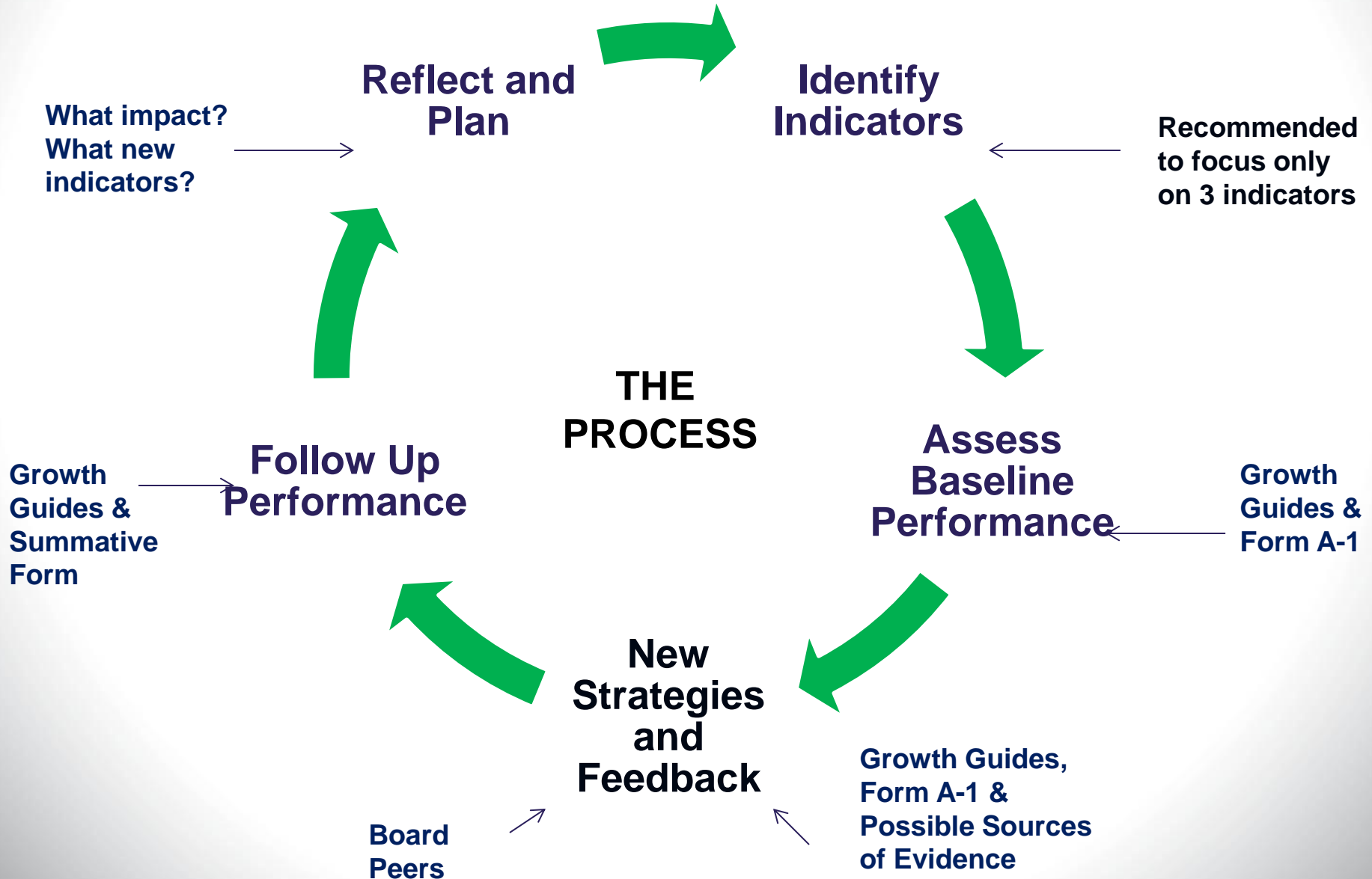
Missouri Superintendent Standards

✧ Standard 1: Vision, Mission and Goals

✧ Standard 2: Teaching and Learning

✧ Standard 3: Management of Organizational Systems

✧ Standard 4: Collaboration with Families and Stakeholders

✧ Standard 5: Ethics and Integrity

✧ Standard 6: The Education System

✧ Standard 7: Professional Development

Evaluation Process
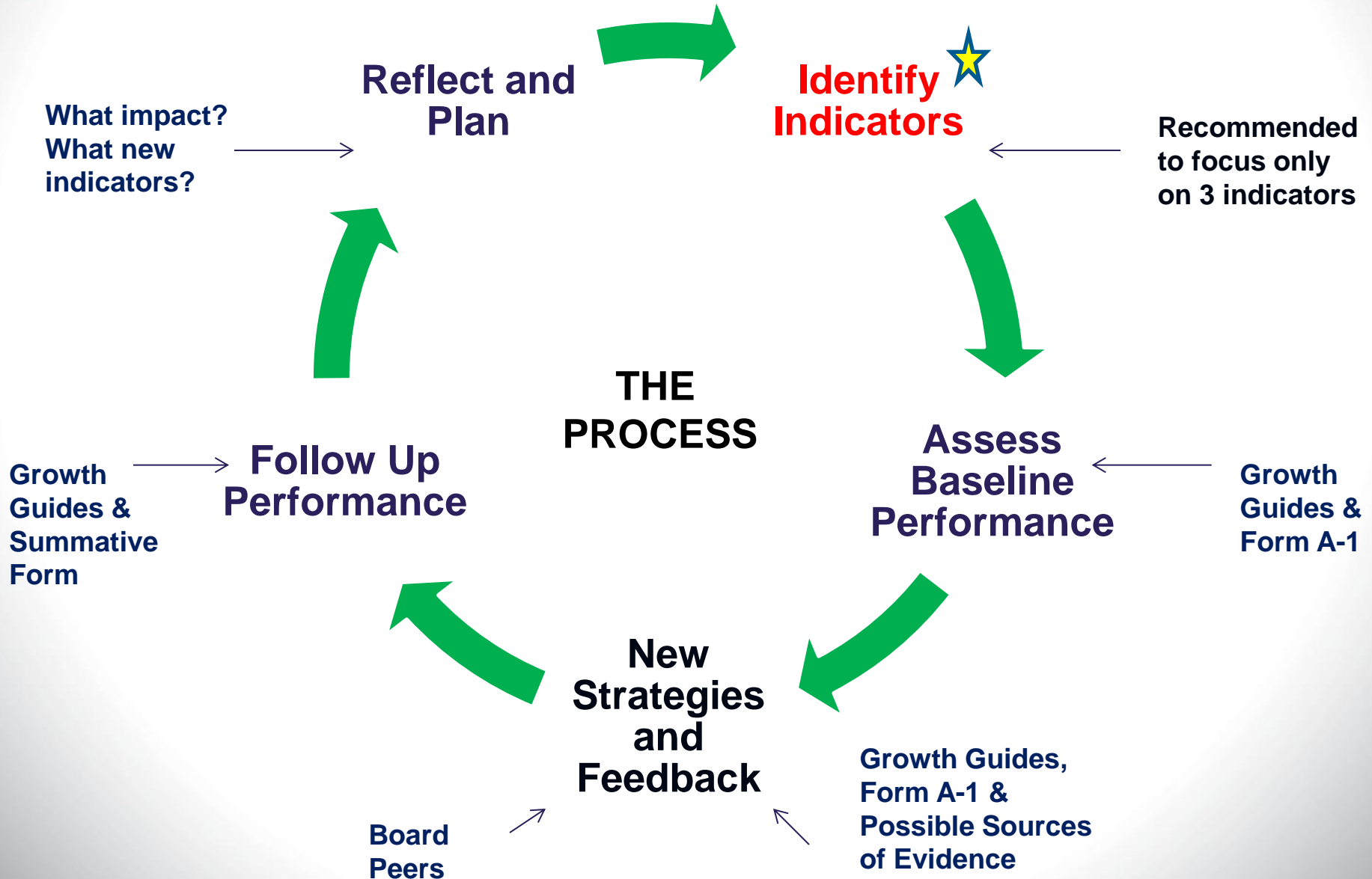
Indicator Selection

- Model recommends a maximum of three indicators
- Impact student learning
- Focus on ongoing learning and growth
- District-driven
  - Aligned to district (CSIP) Comprehensive School Improvement Plan
  - Aligned to other district priorities or initiatives
- Mutually agreed upon by board and superintendent

Indicator Selection

✧ DESE model includes section on Research and Proven Practices

✧ The Balanced Leadership Framework *Connecting Vision with Action* documents leadership practices that most impact student performance

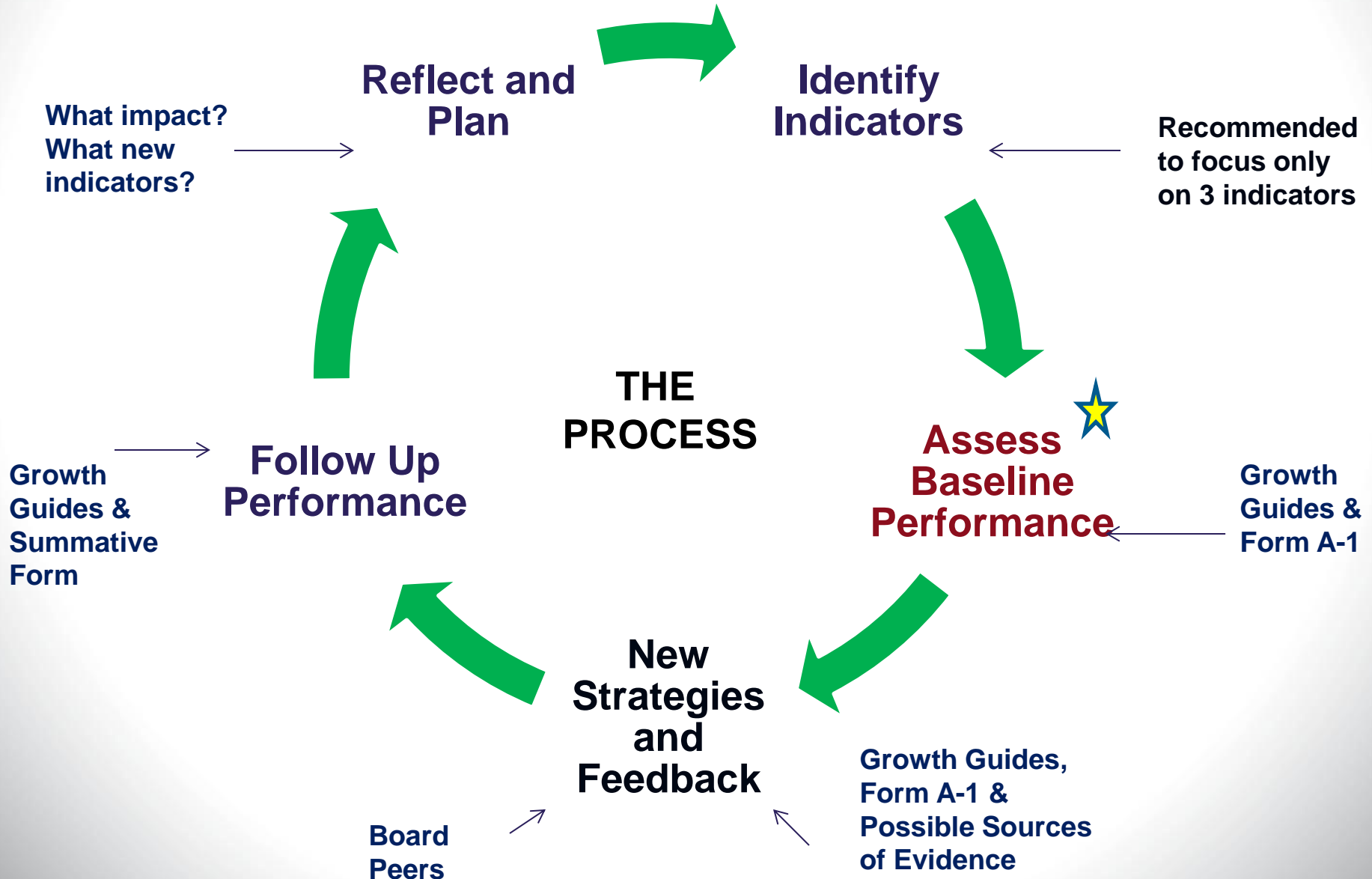✧ http://www.mcrel.org/~/media/Files/McREL/Homepage/Products/01_99/prod54_BL_Framework.ashx

Missouri Leader Standards Crosswalk

Balanced Leadership Responsibilities — Missouri Standards/Quality Indicators

Rank/Effect Size		ST1		ST2			ST3			ST4			ST5	ST6			ST7	Totals
Leadership Responsibilities	Effect	1	2	1	2	3	1	2	3	1	2	3	1	1	2	3	1	
Situational Awareness	(.33)							x										1
Intellectual Stimulation	(.32)				x		x										x	3
Change Agent	(.30)												x		x			1
Input	(.30)							x										1
Culture	(.29)			x														1
Outreach	(.28)									x				x	x			1
Monitors/Evaluates	(.28)				x			x										2
Resources	(.26)								x			x						2
Order	(.26)						x											1
Ideas/Beliefs	(.25)	x											x					2
Affirmation	(.25)			x									x					2
Discipline	(.24)				x		x											2
Focus	(.24)		x															1
Knowledge of Curriculum, Instruction, Assessment	(.24)				x													1
Communication	(.23)							x			x							2
Flexibility	(.22)							x		x	x							3
Optimizer	(.20)												x		x			1
Relationship	(.19)							x					x					2
Curric, Instruc, and Assessment	(.16)				x		x											2
Visibility	(.16)				x						x		x					3
Contingent Rewards	(.15)				x								x					2
Totals		1	1	2	6	1	3	7	1	2	3	1	7				1	

Waters, Marzano & McNulty. (2003). Balanced Leadership. What 30 years of research tells us about the effect of leadership on student achievement. McREL.

Evaluation Process

Reflect and Plan

What impact? What new indicators?

Identify Indicators

Recommended to focus only on 3 indicators

THE PROCESS

Assess Baseline Performance

Growth Guides & Form A-1

Follow Up Performance

Growth Guides & Summative Form

New Strategies and Feedback

Board Peers

Growth Guides, Form A-1 & Possible Sources of Evidence

Superintendent Growth Guide 2.2

Standard 2: Teaching and Learning

Quality Indicator 2: Provide Effective Instructional Programs

Emerging	Developing	Proficient	Distinguished
2E2) The emerging superintendent ... Works with staff to evaluate the effectiveness of current instruction and assessment practices that impact student achievement at each level of the district.	2D2) The developing superintendent also... Promotes and monitors consensus relative to the use of effective instruction and assessment practices.	2P2) The proficient superintendent also... Collaborates with staff to evaluate the effectiveness of instructional and assessment practices based on student performance data.	2S2) The distinguished superintendent also... Leads continuous improvement of instruction and assessment practices that results in sustained improvement and growth for all students.

Professional Frames			
Evidence of Commitment Ensures documentation of existing instructional and assessment practices in the district.	*Evidence of Commitment* Documents the monitoring and promoting of the collective implementation of effective instructional and assessment practices.	*Evidence of Commitment* Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices.	*Evidence of Commitment* A process is in place for continuous monitoring and evaluation of instruction and assessment practices.
Evidence of Practice Engages with staff to determine overall effectiveness of current instruction and assessment practices.	*Evidence of Practice* Collaboratively engages with teachers and leaders to ensure effective instruction and assessment practices are used consistently across the district.	*Evidence of Practice* Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices.	*Evidence of Practice* Regularly assesses the effectiveness of instruction and assessment practices to ensure sustained improvement and growth student learning.
Evidence of Impact Staff assesses the overall effectiveness of current instruction and assessment practices.	*Evidence of Impact* Staff consistently uses instruction and assessment practices proven to be effective at improving student learning.	*Evidence of Impact* Teachers and leaders revise and modify instruction and assessment practices to increase effectiveness.	*Evidence of Impact* Students experience sustained improvement and growth; teachers engage in effective instruction and assessment practices.

Navigating the Growth Guides

- Establish a clear understanding of the professional frames.
  - Commitment: knowledge and understanding; credentials, improvement plans, district regulations and protocols
  - Practice: observable behaviors; quality of leadership
  - Impact: outcomes or evidence through performance or products of principals, teachers and students
- Define embedded terms: glossary from DESE

Standard 2: Teaching and Learning

Quality Indicator 2: Provide Effective Instructional Programs

Emerging	Developing	Proficient	Distinguished
2E2) The emerging superintendent ...	2D2) The developing superintendent also...	2P2) The proficient superintendent also...	2S2) The distinguished superintendent also...
Works with staff to evaluate the effectiveness of current instruction and assessment practices that impact student achievement at each level of the district.	Promotes and monitors consensus relative to the use of effective instruction and assessment practices.	Collaborates with staff to evaluate the effectiveness of instructional and assessment practices based on student performance data.	Leads continuous improvement of instruction and assessment practices that results in sustained improvement and growth for all students.

Professional Frames			
Evidence of Commitment Ensures documentation of existing instructional and assessment practices in the district.	*Evidence of Commitment* Documents the monitoring and promoting of the collective implementation of effective instructional and assessment practices.	*Evidence of Commitment* Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices.	*Evidence of Commitment* A process is in place for continuous monitoring and evaluation of instruction and assessment practices.
Evidence of Practice Engages with staff to determine overall effectiveness of current instruction and assessment practices.	*Evidence of Practice* Collaboratively engages with teachers and leaders to ensure effective instruction and assessment practices are used consistently across the district.	*Evidence of Practice* Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices.	*Evidence of Practice* Regularly assesses the effectiveness of instruction and assessment practices to ensure sustained improvement and growth student learning.
Evidence of Impact Staff assesses the overall effectiveness of current instruction and assessment practices.	*Evidence of Impact* Staff consistently uses instruction and assessment practices proven to be effective at improving student learning.	*Evidence of Impact* Teachers and leaders revise and modify instruction and assessment practices to increase effectiveness.	*Evidence of Impact* Students experience sustained improvement and growth; teachers engage in effective instruction and assessment practices.

Superintendent Growth Guide 3.2

Standard 3: Management of the Organizational Systems

Quality Indicator 2: Lead Personnel

Emerging	Developing	Proficient	Distinguished
3E2) The emerging superintendent ... Creates positive relationships with district leadership and staff and builds support for the goals and priorities in the district's Comprehensive School Improvement Plan.	3D2) The developing superintendent also... Assesses district leaders and staff performance based on improved learning for students.	3P2) The proficient superintendent also... Leads an ongoing system of performance evaluation for district educators that results in higher levels of professional practice and improved student growth.	3S2) The distinguished superintendent also... Ensures a system that builds the capacity of district leadership and staff (including succession planning) that results in the achievement of the district Comprehensive School Improvement Plan and its goals and priorities.

Professional Frames

Evidence of Commitment *Is knowledgeable of district leadership and staff using district data like certifications, salary schedules, handbooks, code of conduct, etc.*	*Evidence of Commitment* *The district uses an evaluation process informed by the Effective Principles of Effective Evaluation.*	*Evidence of Commitment* *An evaluation process is in place to support effective instruction and leadership and improve practice.*	*Evidence of Commitment* *An effective evaluation process is in place to improve practice and build capacity.*
Evidence of Practice *Demonstrates ability to listen carefully, respond accurately, and engage positively with all district leadership and staff.*	*Evidence of Practice* *Accurately collects data on performance and provides constructive feedback in order to improve practice.*	*Evidence of Practice* *Engages district leadership in providing an effective evaluation process that improves professional practice.*	*Evidence of Practice* *Engages in intentional strategies to formatively develop leadership in staff, using leadership teams and other distributive leadership structures.*
Evidence of Impact *Leadership and staff are knowledgeable of and generally support the district's vision, mission and goals.*	*Evidence of Impact* *Leadership and staff participate in an effective evaluation process.*	*Evidence of Impact* *Leadership and staff improve practice based on an effective evaluation process.*	*Evidence of Impact* *Leadership and staff improve practice and increase in their capacity of shared leadership.*

Possible Sources of Evidence

Standard 2: Teaching and Learning

Superintendents have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Professional Commitment

- Examples of Student, staff, and parent culture/climate surveys - Focus group interview questions - Descriptive feedback on culture - Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc. - Student, parent and staff handbooks	- Classroom observations - Structures and protocols to celebrate student/staff success (academic, behavioral, cultural, extra-curricular, etc.) - Newsletters - Internal/external communication structures (website, memos, social-media, etc.) - List of strategies and procedures related to professional growth plans	- Structures in place to promote collegiality, collaboration, and cultural awareness - Culture and profile data - Research on effective practices (journals, articles, etc.) - Inventory of curricular materials - Assessment of diverse needs of students - Posted student work, behavioral norms/class procedures	- Records/files of meetings and activities of the Professional Development Committee - Time management strategies and plan - Structures and processes to collaborate with the Professional Development committee to align learning opportunities to School Improvement Efforts - Academic guidelines - Technology plan

Professional Practice

|			
- Ensures that policies and practices respect a culturally diverse environment. - Ensures that all principals promote effective and rigorous standards-based units of instruction. - Ensures that professional growth plans focus on learning for staff that is focused on improving student performance - Leads celebrations for student, schools, and district-wide successes	- Develops and nurtures a culture in which staff reflect on their practice, use student data, current research, best practices and theory to continuously adapt instruction - Fosters instructional practices that reflect high expectations, engages all students, and are personalized to accommodate diverse learners - Uses district meetings as collaborative opportunities for principals and teachers to share strategies and best-practices	- Ensures that all principals promote a variety of formal and informal methods of assessments to measure student learning, growth and understanding - Ensures that principals work collaboratively with their Professional Development Committee to evaluate professional learning and its impact on student performance - Reads and shares research	- Fosters on-going coaching and training that builds classroom proficiency - Provides time and opportunities for individual/team/and whole staff professional learning - Promotes the use of effective and appropriate technology to support student learning - Uses peer observations to monitor collective implementation of instructional strategies

Professional Impact

- Examples of professional learning impacting student learning - Documented changes and improvement of instructional practice	- Classroom observation data/feedback - Data confirming technology use - Professional growth plans data	- Survey data; focus group data - PDC Plan evaluation - Student Performance Impact data	- Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)

Evidence

✧ Quality of evidence

✧ Quantifiable evidence
  – Concrete product
    • A document/report showing_____
  – Growth scores
    • Responses/data will be _____% higher than original responses/data
  – Percentage scores
    • _____% of responses/data will be _____
  – Cut-off scores
    • No responses/data will fall below_____

Evaluation Process
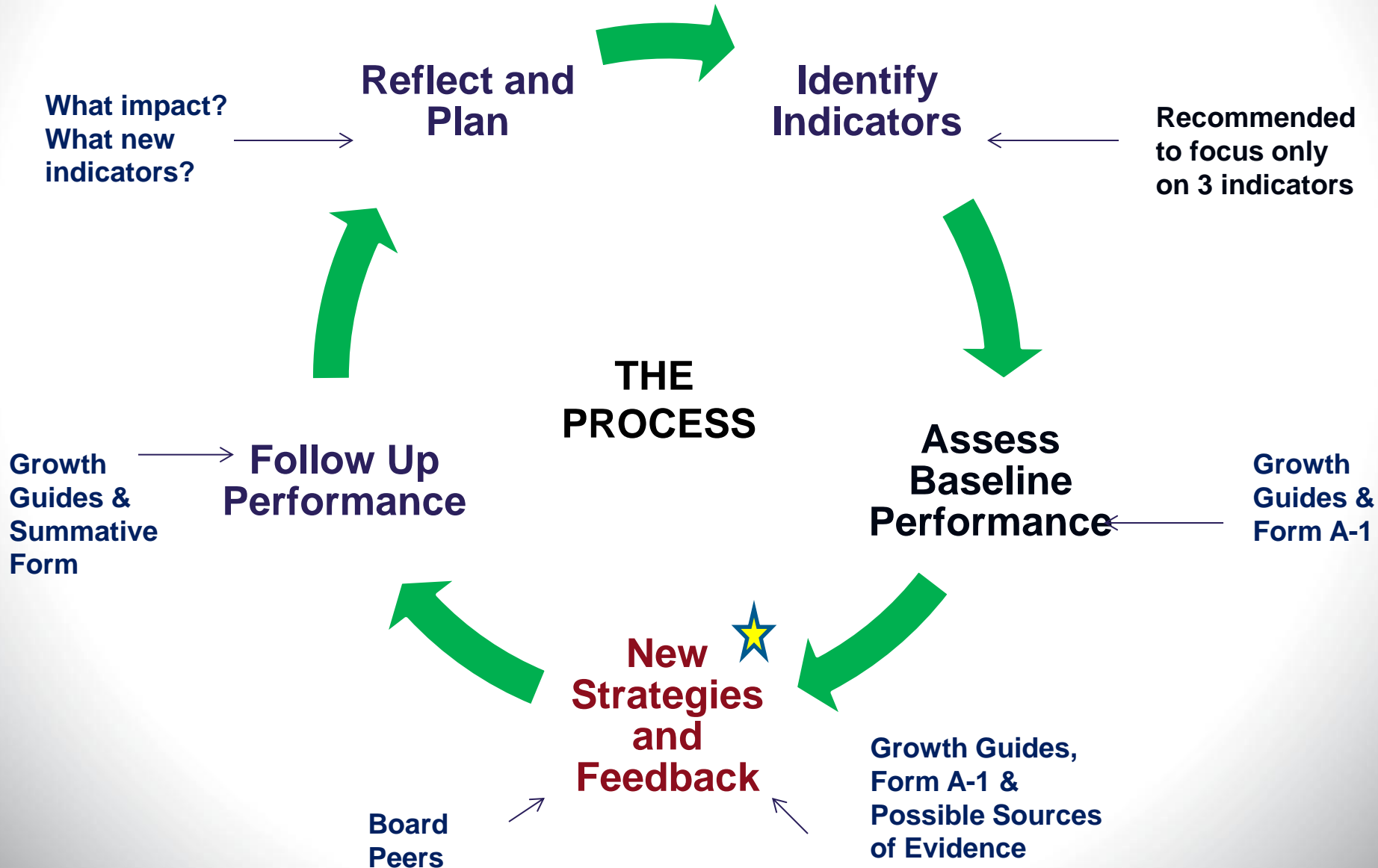
Feedback

- ✧ Provided by the board and colleagues
- ✧ Specific: targets a specific action
- ✧ Conversational: not about a form
- ✧ Actionable: information that motivates; lead to something next
- ✧ Timely: event and feedback tightly connected
- ✧ Focused: provided in digestible doses

This Form is used in conjunction with the Comprehensive School Improvement Plan (CSIP) and the Superintendent's Professional Development Plan.

PROFESSIONAL PRACTICE– **The Superintendent is a district leader who engages in actions that provide a quality educational and instructional program that positively impacts student learning**

❏**1.1 Establish and communicate a vision of learning**	❏**4.1 Bring together family, community and resources to support learning**
❏**1.2 Motivate staff, students and families to achieve the vision of learning**	❏**4.2 Maintain high visibility and active involvement**
❏**2.1 Establish a culture that promotes equity and excellence for all students**	❏**4.3 Mobilize community resources to impact student learning**
❏**2.2 Collectively implement effective instructional and assessment practices**	❏**5.1 Demonstrate respect, honor confidentiality and engage in honest interactions**
❏**2.3 Collaboratively develop and align professional growth plans**	❏**6.1 Be aware of the influence of political, social, economic, legal, and cultural issues**
❏**3.1 Implement structures, policies and procedures in support of the vision**	❏**6.2 Communicate trends, issues and changes effectively to the Board**
❏**3.2 Evaluate and develop district leadership and staff**	❏**6.3 Influence political context to impact student learning**
❏**3.3 Identify and implement effective, legal and equitable use of resources**	❏**7.1 Enhance personal knowledge, skills and best practices to improve student learning**

To be completed by the Superintendent.

District Goals and Strategies	CSIP Goal #	Indicators of Success	Target Date	Date Achieved

Narrative (Self-Evaluation): when possible, please evidence your self-evaluation with examples drawn from CSIP strategies, objectives, or goals.

To be completed by the Board Member.

Professional Practice Rating: *(Circle)*   **Ineffective**   **Minimally Effective**   **Effective**   **Highly Effective**

Narrative (Board Member evaluation):

_____   _____
       Superintendent Signature/Date   Board Member Signature/Date

* A rating of "Ineffective" or "Minimally Effective" must be explained in the narrative and preceded by efforts to improve as identified in the Superintendent's Professional Development Plan.

☐ Professional Growth Plan for

| Name | | Date |

Identify Indicator: Select Standard   Select Indicator

Standard Number and Name   Quality Indicator Number and Name

Briefly describe why this indicator was selected
(Include whether this indicator aligns to a CSIP
and/or BIP improvement goal)

1. PLAN: State the professional learning goal or objective.	2. DO: What processes or strategies will be used to accomplish the goal? How w
Is driven by an opportunity for growth as identified from the growth guide and include when and how the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by…"	the strategies be measured? *Think of this as an improvement theory that identifies the expected outcomes, i.e., if the educ does x, y, and z, then the stated PL objective will be accomplished.*
3. STUDY: What do the data tell us? What do the data not tell us? *Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?*	4. ACT: How will positive results be sustained? *How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth?*

_____   _____   _____
Signature of Teacher/Leader   Signature of Evaluator   Baseline Sco

Educator Growth Plan
(Based on the Data Team Process Model)

☐ Professional Growth Plan for

| Name | | Date |

Identify Indicator: Select Standard   Select Indicator

Standard Number and Name   Quality Indicator Number and Name

Briefly describe why this indicator was selected
(Include whether this indicator aligns to a CSIP
and/or BIP improvement goal)

1. FOCUS	2. GOAL
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.	*Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be th result indicators?*
3. STRATEGY	4. RESULTS
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.	*What was the outcome of the strategy? Based on progress monitoring, provide the data th supports that the outcome of the strategy has effectively addressed the FOCUS.*

_____   _____   _____   _____   _____
Signature of Teacher/Leader   Signature of Evaluator   Baseline Score   Follow-Up Score   Growth Sc

Evaluation Process

Superintendent Growth Guide 2.2

Standard 2: Teaching and Learning

Quality Indicator 2: Provide Effective Instructional Programs

Emerging	Developing	Proficient	Distinguished
2E2) The emerging superintendent ...	2D2) The developing superintendent also...	2P2) The proficient superintendent also...	2S2) The distinguished superintendent also...
Works with staff to evaluate the effectiveness of current instruction and assessment practices that impact student achievement at each level of the district.	Promotes and monitors consensus relative to the use of effective instruction and assessment practices.	Collaborates with staff to evaluate the effectiveness of instructional and assessment practices based on student performance data.	Leads continuous improvement of instruction and assessment practices that results in sustained improvement and growth for all students.

Professional Frames			
Evidence of Commitment Ensures documentation of existing instructional and assessment practices in the district.	*Evidence of Commitment* Documents the monitoring and promoting of the collective implementation of effective instructional and assessment practices.	*Evidence of Commitment* Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices.	*Evidence of Commitment* A process is in place for continuous monitoring and evaluation of instruction and assessment practices.
Evidence of Practice Engages with staff to determine overall effectiveness of current instruction and assessment practices.	*Evidence of Practice* Collaboratively engages with teachers and leaders to ensure effective instruction and assessment practices are used consistently across the district.	*Evidence of Practice* Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices.	*Evidence of Practice* Regularly assesses the effectiveness of instruction and assessment practices to ensure sustained improvement and growth student learning.
Evidence of Impact Staff assesses the overall effectiveness of current instruction and assessment practices.	*Evidence of Impact* Staff consistently uses instruction and assessment practices proven to be effective at improving student learning.	*Evidence of Impact* Teachers and leaders revise and modify instruction and assessment practices to increase effectiveness.	*Evidence of Impact* Students experience sustained improvement and growth; teachers engage in effective instruction and assessment practices.

Performance Based Superintendent Evaluation SUMMATIVE Report

Directions: To be used by the Board President and Board members to reach consensus based on individual Board member responses.

Education Leadership Policy Standard	Ineffective	Minimally Effective	Effective	Highly Effective	Consensus
INDICATOR #1 –					
INDICATOR #2 –					
INDICATOR #3 –					

Signatures indicate the document has been reviewed and discussed with the Superintendent.

_____   _____
Superintendent's Signature/Date   Board President's Signature/Date

Evaluation Process

Reflect and Plan

Identify Indicators

Assess Baseline Performance

New Strategies and Feedback

Follow Up Performance

THE PROCESS

What impact? What new indicators?

Recommended to focus only on 3 indicators

Growth Guides & Form A-1

Growth Guides & Summative Form

Possible Sources of Evidence

Board Peers
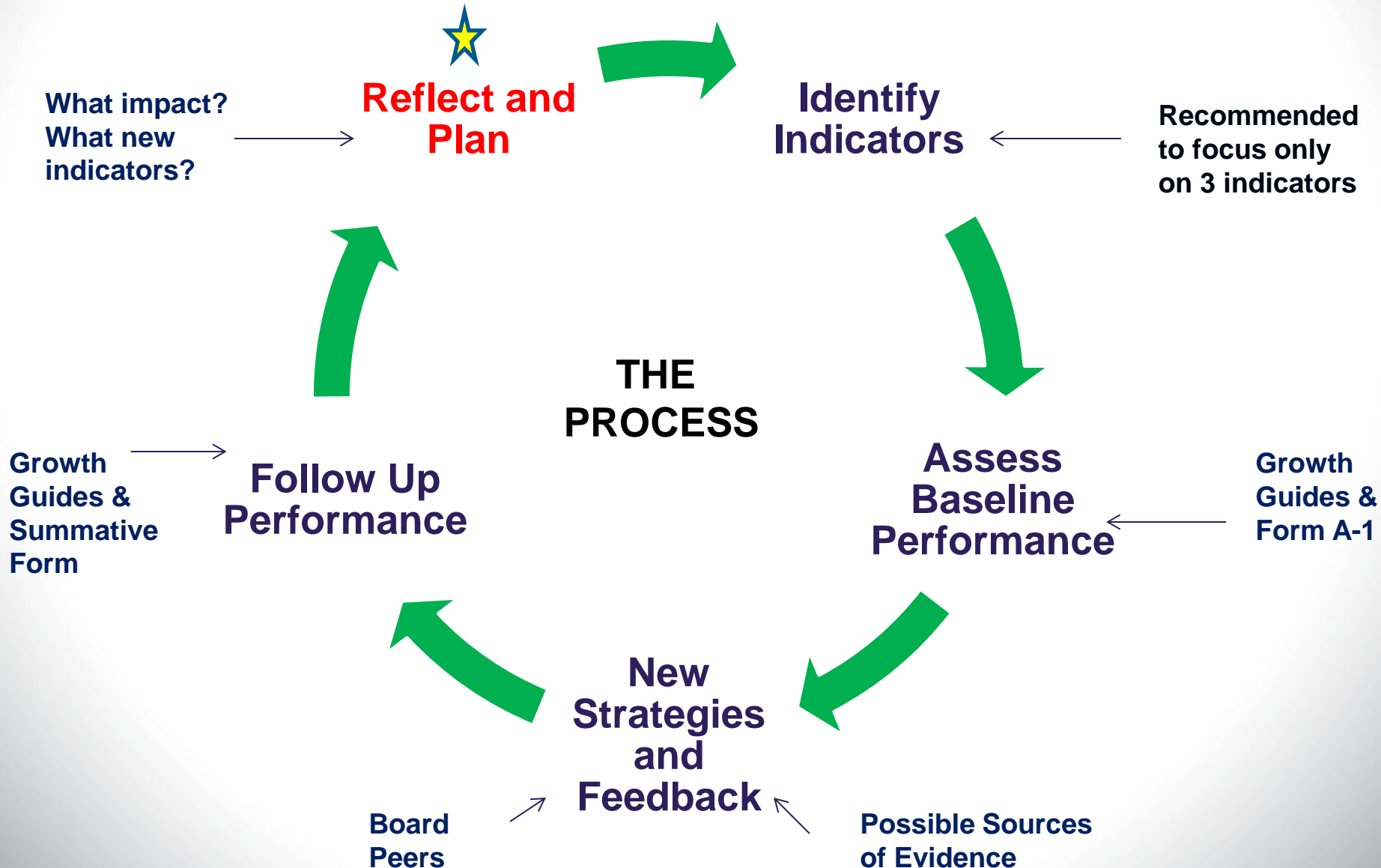
Possible Timeline

Step	Time Frame
Agree and finalize indicators	April-June
Finalize baseline performance level	July-September
Schedule frequent, regular feedback to provide opportunities for improvement	October-December
Determine follow up performance	January-February
Reflect and plan for next cycle	February-April

MSBA Support

Superintendent Evaluation Video Training

Onsite Workshop

- *<u>Performance-Based Superintendent Evaluation</u>*
  - Onsite MSBA workshop for the board and superintendent
  - Focuses on evidence-based practices for board evaluation of the superintendent in the context of the new Missouri Educator Evaluation System requirements
  - Addresses Missouri superintendent standards, benefit of aligning all district evaluation tools and processes

Contact Information

Janet Tilley

Director, Board Development

Missouri School Boards Association

tilley@msbanet.org

573-445-9920, ext. 379