

A.

RELATIONSHIP WITH THE BOARD (10%)

	Ineffective <i>1 Point</i>	Minimally Effective <i>2 Points</i>	Effective <i>3 Points</i>	Highly Effective <i>4 Points</i>	Score
A1. Communication	Board does not receive a regular weekly update.	Board receives a regular weekly update from time to time with some pertinent information.	Board updates are received in a timely manner with information from the District	Regular board updates arrive in a timely manner with information from the District Updates are complete and informative.	
A2. Materials and Background	Meeting materials aren't available or are disorganized. Appears unprepared	Meeting materials are incomplete and don't include background information or historical perspective.	Materials are provided. Some background and historical perspective may be included, but without significant research.	Meeting materials are comprehensive with all adequate background information and previous action included.	
A3. Board Questions	Board questions aren't fully answered and some information may be incorrect.	Board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
A4. Invite to Participate	Board members may not feel welcome at some events.	Board members aren't kept current with activity schedules.	Board members are provided with district calendars to monitor events and activities.	Board members are informed of and invited to attend/participate in district activities.	
A5. Policy Involvement	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.	
A6. Team Building with Board of Education	Works independently without seeking input. Doesn't facilitate cooperative relationship among members.	Doesn't actively promote/support group decision-making.	Participates with board members to address issues. Supports the group's decisions.	Encourages a climate of teamwork, works to create and maintain a harmonious working relationship among the board.	
A7. Board Development	Doesn't promote board development.	Communicating and encouraging activities isn't a priority.	Provides members with information about board development and arranges it when asked.	Actively and continuously encourages board development by seeking and communicating opportunities.	

A8. Establishes Goals	Doesn't encourage establishing goals. Doesn't focus on goal attainment; works day-to-day.	Participates in goal-setting, but doesn't work to attain goals and doesn't have a vision for the district's future.	Participates in goal-setting activities and actively works to attain all goals.	Active participant in establishing future goals and formulates strategies to attain them. Provide regular updates on how goals were attained.	
A9. Input and Direction	Doesn't seek or readily accept direction. Is self-directed and autonomous.	Is open to input, but then doesn't follow it.	Accepts suggestions and direction, but doesn't actively seek it.	Readily accepts board input, seeks direction and is responsive to input and suggestions.	
A10. Board of Education Goals	No growth has been demonstrated in any of the goal areas. Regression is present in some areas.	Some growth is noted, but only in a minimal sense (minority of areas). Regression in some areas is present.	Some growth has been demonstrated in a majority of the goal areas. There's minimal regression in any area.	Goals have been met or exceeded in each area. No regression is present.	
Relationship with the Board Category Score				/40	

B.**COMMUNITY RELATIONS (10%)**

	Ineffective <i>1 Point</i>	Minimally Effective <i>2 Points</i>	Effective <i>3 Points</i>	Highly Effective <i>4 Points</i>	Score
B1. District Image	Is negative to the public and staff about the district.	It's a job. Represents the district. Doesn't actively promote the district.	Projects a positive image of the district as expected. Doesn't aggressively promote and endorse district activities.	Projects a positive image at all times, whether during the school day or after hours. Is a cheerleader for the district.	
B2. Communications with Community Groups	Isn't readily available for parents, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, governmental and civic groups, providing them with information, but doesn't seek their input.	Is available for parents, governmental and civic groups, providing them with information and seeks two-way communication.	Actively seeks multi-faceted communications and works to provide alternative means of contact.	
B3. Community Input	Doesn't seek or readily accept direction. Is self-directed and autonomous.	Accepts suggestions and direction, but doesn't seek it.	Readily accepts community input, seeks direction and is responsive to input and suggestions.	Actively seeks community input, creates methods for external groups to communicate with the school and receives a positive reaction.	
B4. Media Relations	Is antagonistic with the media. Only communicates with the media when necessary.	Has a live-and-let-live philosophy with the media. Isn't proactive, but is cooperative with the media.	Promotes positive relations and provides the media with district event information.	Invites the media to school functions, includes the media in a transparent manner, and has a positive relationship with media.	
B5. Approachability	Isn't visible at events. Is only available through appointments in the office.	Is visible, at a distance. Attends some events.	Attends and is visible at some events. Visits with community at district events.	Actively engages with community members. Is visible and approachable by members of the community. Attends most events.	
B6. District Reporting	The annual report is minimal in scope, isn't completely accurate or disseminated.	The annual report meets state requirements and is available by request.	The annual report meets state requirements and is properly disseminated.	Prepares detailed and accurate reports for the community and proactive in sharing information about the district.	

B7. Listening Skills	Doesn't listen to others and monopolizes conversation(s).	Listens to others, but does not incorporate suggestions.	Listens to others and incorporates suggestions.	Demonstrates good listening skills. Listens before speaking. Projects genuine interest in opinions and empathy in situations.	
B8. Professionalism	Isn't generally trusted to follow through on promises. Doesn't maintain confidentiality.	May not follow through on some actions, but maintains necessary confidentiality.	Follows through on most actions. Is sincere and candid. Is trustworthy. Maintains confidentiality.	Follows through on all actions. Is sincere and candid. Is trustworthy. Maintains confidentiality.	
Community Relations Category Score				/32	

C.

STAFF RELATIONSHIPS (10%)

	Ineffective <i>1 Point</i>	Minimally Effective <i>2 Points</i>	Effective <i>3 Points</i>	Highly Effective <i>4 Points</i>	Score
C1. Internal Communications	Doesn't have a system to communicate with staff.	Occasionally communicates with staff.	Communicates with staff on a regular basis.	Communication system is well established and effective in keeping all informed.	
C2. Personnel Matters	Is ambivalent about personnel matters. Isn't discrete with personnel. At times lacks confidentiality and neglects to resolve issues.	Personnel issues are managed in a perfunctory manner.	Handles personnel matters with fairness, based on policy guidelines, with discretion and impartiality.	Is proactive with personnel matters. Personnel policies are routinely discussed and promoted. Attempts to be proactive in personnel situations.	
C3. Concern for Staff	Has little regard for the overall welfare of the staff.	Concern for staff is of a professional nature; not high priority.	Demonstrates a genuine concern for staff.	Exhibits a sincere and genuine concern for the staff. Establishes relationships and builds trust.	
C4. Delegation of Duties	Doesn't delegate duties. Maintains personal control over all district operations.	Maintains a balance of control and delegation of duties and responsibilities.	Delegates responsibility whenever possible as long as it matches staff members' ability, role and situation.	Actively creates a team where responsibilities are delegated seamlessly and effectively.	
C5. Staff Recognition	Doesn't recognize staff for contributions to the district's operation.	Occasionally recognizes the staff as a whole for their contributions toward district goals.	Recognizes staff regularly for their group and individual contributions toward district goals.	Has an active system to recognize staff for contributions. Recognizes staff publicly and privately. Conveys personal thank you.	
C6. Hiring Process	Doesn't use an application process, and hires without transparency or feedback.	Utilizes standard posting process, and hires within district procedures.	Utilizes a hiring process that defines in advance the standards for selection, the process is clear, and includes feedback and support from stakeholders involved.	Actively recruits the best possible applicant pool, while implementing a rigorous and transparent process that includes feedback from stakeholders involved.	

C7. Staff Development	Staff development isn't utilized. Staff members are responsible for their own improvement.	Staff development is applied to all staff individually as required.	Staff development opportunities are coordinated at the school and district level to match instructional needs.	Staff development opportunities are coordinated and targeted by schools and district toward specific goals defined in advance.	
C8. Bargaining (Labor) Relations	Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information with association in a collaborative manner.	Actively seeks to improve the bargaining experience through collaboration, trust and sharing of information. Utilizes effective bargaining process in order to accomplish district goals.	
C9. Administrative Team Building	Isn't involved in "team" building, preferring to act unilaterally.	Uses team problem-solving when necessary; not an ongoing process.	Uses a team approach to foster ownership of decisions, works with administrative team to solve problems and reach consensus.	Promotes a team spirit and creates an environment for high administrative morale. Team supports each other and works to build collaboration.	
C10. Visibility	Seldom visits buildings and doesn't participate in classroom or district activities.	Is present at building programs and special activities.	Visits buildings/classrooms as time permits. Involved in district activities.	Visibility is a priority item. Visits buildings on a regular basis, participates in classroom and district activities.	
Staff Relationships Category Score				/40	

D.**BUSINESS AND FINANCE (10%)**

	Ineffective <i>1 Point</i>	Minimally Effective <i>2 Points</i>	Effective <i>3 Points</i>	Highly Effective <i>4 Points</i>	Score
D1. Budget Recommendations	Superintendent isn't current on budget information or district financial information.	Participates in budget meetings. Budget is based on information known at beginning of the year.	Responsive to budget and financial changes. As conditions require the budget is revised.	Leads district budget process. Budget recommendations are proactive, timely, considerate of most current info and data.	
D2. Financial Controls	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is expected to reveal any discrepancies. Only a select few people are responsible for accounts.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts.	
D3. Budget Reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board via finance committee and BOE updates concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	
D4. Funding	Doesn't keep the board informed concerning changing funding issues.	Answers board questions regarding status of the budget. Defers impact questions to business manager.	Regularly provides a funding report as conditions merit.	Constantly keeps board informed about funding (local, state, federal) and potential impact on district's budget.	
D5. Facility Management	Maintenance is only performed when absolutely needed.	Facility needs are addressed on an as needed basis.	A facilities plan is in place that includes long and short term planning.	Facilities plan and team are in place that includes a regular prioritization of current and future needs including costs.	
D6. Alternative Funding	Doesn't seek any form of funding outside of current funding.	Welcomes gifts and donations to the budget.	Seeks alternative funding to supplement the district's existing budget.	Works with departments and buildings to develop alternative and supplemental funding to support a wide range of	
D7. Involves Others	Isn't an integral part of the budget process.	Expects/allows the business manager to develop and recommend the budget.	Involves administrative staff/others in the development of a budget and budget revisions.	Actively seeks and demonstrates leadership in the budget process, solicits input and communicates to stakeholders.	

D8. Resource Allocation	Resources are allocated to those who speak up first. Some buildings/grades receive special treatment.	Aside from the basics, resources are allocated to those who specifically request something. Equitable distribution isn't a factor.	Resources are distributed fairly and equitably among the buildings and programs.	Resources are distributed fairly and equitably among the buildings/programs. Utilizes innovative models that facilitate resources in an equitable manner.	
Business and Finance Category Score				/32	

E.

EDUCATIONAL LEADERSHIP (10%)

	Ineffective <i>Point</i>	Minimally Effective <i>2 Points</i>	Effective <i>3 Points</i>	Highly Effective <i>4 Points</i>	Score
E1. Leadership Image	Isn't the leader. Seeks to delegate/appoint responsibility to others. Is not willing to challenge the status quo.	Is seen as the leader, but few changes result because of leadership.	Is seen as the leader and communicates effectively for the district. Is willing to challenge the status quo when necessary.	Projects strong leadership image and welcomes role of being point person, and willing to facilitate change. Challenges the district and is willing to take on difficult issues.	
E2. Knowledge	Is unaware of current issues and can't convey essential information.	Isn't completely knowledgeable regarding current issues. Relies on others for information/data.	Is an effective administrator and understands the issues that face the district.	Demonstrates knowledge and comfort with current issues; easily communicates with others. Takes and communicates long and short range view of issues and information.	
E3. Self-Improvement	Isn't current with required professional development requirements.	Only completes the minimal requirements.	Fulfills the professional development requirements per state law. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities.	
E4. Focus on Students	Minimal focus on management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but budget, personnel and extra-curricular decisions are the priority.	Student achievement is important, as it's reflective in district publications, personnel evaluations and district plans.	Places student achievement as a top priority and consistently communicates this to others. Bases decisions on improving student achievement when possible.	
E5. Best Practices	Is unaware of what best practices are. Isn't current with modern learning research.	May be aware of modern research and best practices, but implementation isn't a priority.	Is aware of best practices and promotes others to use research findings to improve student achievement.	Constantly seeks awareness (reading, etc.) of best practices and frequently encourages the use of these practices.	

E6. Responds to Needs	Isn't concerned with changing needs of students/parents. District operation reflects, "this is what we've always done."	Responds to student and parent needs as they may be presented. Doesn't seek to implement changes.	Responds to student and parent needs as determined (passive). Uses district resources as available.	Seeks first to understand (proactive) student and, parent needs and then responds to meet them.	
E7. Goal Development	The goal is to get through this year.	Goals are defined by what's possible within existing budget.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Believes in and facilitates the development of short/long term goals for district, using current research & delivery models and strategic planning.	
E8. Curriculum	Curriculum isn't a priority. Isn't engaged in curriculum assessment, design or implementation.	Allows teachers to define their own curriculum. There's little or no coordination.	Emphasizes adapting the curriculum to state and national requirements, but relies on building principal(s) to ensure compliance.	Supervises the development of a modern curriculum that's aligned with state and national requirements. Creates a process that facilitates growth in teachers understanding.	
E9. Staff Professional Development (PD)	PD activities aren't focused or used to improve individual skills. Participation is dependent on teacher interest.	PD is presumed to be aligned with the curriculum, but isn't monitored to ensure appropriateness.	Relies on building principal(s) to monitor and approve PD activities, aligned with the curriculum.	Provides PD that's consistent with adopted curriculum to ensure staff skills are aligned with curriculum needs, and with short and long range goals of district.	
E10. Technology Integration into the Classroom	Does not make technology or incorporating it into effective instructional techniques a priority for administration and teachers.	Includes minimal technology priorities as one method to assist with teaching and allows teachers to define on their own.	Makes technology integration a priority for administration and teaching staff.	Makes technology integration into the classroom a priority by providing budgetary leadership, professional development and support.	
Educational Leadership Category Score				/40	

F.

PERSONAL QUALITIES (5%)

	Ineffective <i>Point</i> 1	Minimally Effective <i>2 Points</i>	Effective <i>3 Points</i>	Highly Effective <i>4 Points</i>	Score
F1. Respect	Isn't considered professional in comparison to other community leaders. Isn't a person others go for advice.	Viewed in the context of the position; respected by board, but a relative unknown in the community and outside district.	Is known to be the superintendent and is a respected person in the community.	Is seen as more than just an educator and is considered a well respected professional in all community circles.	
F2. Accepts Criticism	Defensive when criticized. Reacts negatively to suggestions for improvement. Satisfied to just maintain.	Listens to criticism, but is unlikely to change behavior.	Accepts constructive criticism, respects it and may use it to change behavior.	Seeks constructive feedback. Uses input to improve both personally and professionally.	
F3. Demeanor	Is assertive, but in a negative manner. Is mostly concerned with "self."	Accepts and performs the job as necessary. Addresses issues as they arise.	Is assertive, but tactful. Is usually considerate and respectful of others.	Is considerate and respectful of others. Is even-tempered and pleasant; true professional	
F4. Poise	Can be abrasive when challenged. Promotes win lose solutions.	Is easy to get along with and wants others to be the same. There are winners and losers.	Maintains poise and composure in difficult situations. Doesn't avoid uncomfortable situations.	Maintains poise and composure in difficult situations. Searches for win-win solutions.	
F5. Attitude	Doesn't convey an attitude of caring for kids and staff as a priority.	Indicates caring for kids and staff, but doesn't dedicate efforts to providing opportunities for success.	Cares about kids and staff and works to help kids succeed.	Genuinely cares about the success of students and works to maximize student opportunities for success.	
F6. Control	May lose control through inappropriate language or other behavior.	Exhibits self-control, but may display anger if provoked.	Is always under control physically and emotionally. Doesn't openly display anger.	Is always under control physically and emotionally. Can always be counted on to model the highest standards of conduct.	
Personal Qualities Category Score				/24	

G. EVALUATION (10%) (required by MCL 380.1249 (3)(c)(i))					
	Ineffective <i>Point</i>	Minimally Effective <i>2 Points</i>	Effective <i>3 Points</i>	Highly Effective <i>4 Points</i>	Score
G1. Evaluation Tool for Teachers and Administrators	The evaluation tool doesn't comply with state standards. (Sec. 1249).	The evaluation tool has most of the state required features. Tool(s) are used but inconsistently.	The evaluation tool complies with state requirements. Administrators use the tools in a consistent manner .	The evaluation tool complies with state requirements. Administrators use the tools in a consistent and effective manner to facilitate growth in teachers/administrators.	
G2. Evaluations Completion	Not all evaluations are completed as required.	Evaluations are completed, but not all comply with the state standards.	Evaluations are complete. Some less than "effective" teachers have yet to have IDPs developed.	Evaluations are complete on all teachers/administrators. All evaluations comply with the standards set forth in Sec. 1249. Teachers who are less than "effective" have IDPs in place.	
Evaluation Category Score				/8	

H. Progress Toward the School Improvement Plan (5%) (required by MCL 380.1249 (3)(c)(ii))					
	Ineffective <i>Point</i>	Minimally Effective <i>2 Points</i>	Effective <i>3 Points</i>	Highly Effective <i>4 Points</i>	Score
H1. Existence of Plan	District and/or building level plans aren't in evidence.	The district and buildings each have their own plans for improvement, but there's no coordination of focus or resources.	The district has a school improvement plan. Each building has a plan. The plans are generally targeted on the same areas of need.	The district has a comprehensive school improvement plan, supported by building-level plans and professional development. Teachers are partners in the development of district/school plans and goals. The plans reflect student academic needs and the resources necessary to address them.	

H2. Progress toward Plan	No evidence of progress related to the SIP can be measured.	Each building may show some student achievement gains, but without coordination among buildings, no district improvement can be measured.	There's some evidence that individual building improvement is related to a coordinated district effort.	Each building's plan is an integral part of the district plan. The areas of identified need are being successfully addressed as evidenced by student achievement, professional development, and district strategic planning.	
Evaluation Category Score				/8	

I. Student Attendance (5%) (required by MCL 380.1249 (3)(c)(iii))					
	Ineffective <i>1 Point</i>	Minimally Effective <i>2 Points</i>	Effective <i>3 Points</i>	Highly Effective <i>4 Points</i>	Score
I1. Student Attendance	Attendance isn't being addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are specific plans in place to identify chronic attendance problems and commit resources to have the students attend school. Attendance rates are increasing.	Attendance rates are maintained at a high level. Attendance is an area of interest if necessary. Individual student attendance problems are addressed to improve attendance.	
I2. Graduation Rate	Graduation rates aren't being addressed as a policy issue. Graduation rates are decreasing.	Graduation rates aren't an area of focus. Graduation rates fluctuate at will.	Graduation rates are a continual area of focus, per state requirement. Student progress is monitored and specific strategies are in place to increase the graduation rate. The graduation rate is increasing.	Graduation rates are maintained at a high level. Student progress is monitored so that special attention can be provided to students who may be in danger.	
Evaluation Category Score				/8	

J.

**Student Growth and Achievement (25%)
(required by MCL 380.1249 (3)(c)(iii))**

	Ineffective <i>1 Point</i>	Minimally Effective <i>2 Points</i>	Effective <i>3 Points</i>	Highly Effective <i>4 Points</i>	Score
J1. ACT	ACT scores are in decline over three-year period. Regression is present in all areas.	ACT scores remain the same over three-year period.	ACT scores demonstrate a small gain during three-year period.	ACT scores demonstrate significant growth over three-year period.	
J2. Local Assessments (Dibels, NWEA, etc)	Local scores are all in decline over a three-year period. Regression is present in all areas.	Local scores remain the same over three-year period.	Local scores demonstrate a small gain overall during three-year period and occasionally are the highest in area.	Local scores demonstrate a significant gain during a three-year period and continue to be the highest in area.	
J3. Common Core Standards	No preparations or understanding of Common Core Standards are in place.	Beginning preparation and understanding of Common Core Standards and Assessment.	Staff and administration working together to align district curriculum with Common Core Standards and Assessment.	Curriculum aligned with Common Core Standards and district piloting Assessment (Smarter Balanced Assessment).	
J4. Monitoring Instructional Practice and Curriculum	Limited monitoring of instructional practice and curriculum. Curriculum not aligned with teachers independently focused on their own instructional goals.	Regular monitoring of instructional practice. Curriculum substantially aligned with instruction focused on shared goals and state standards.	Instructional practice monitored. Curriculum aligned within grade levels, between grade levels, and between content areas. Coordination between state and national standards in process.	Instructional practice monitored. Curriculum aligned. Curriculum based on national standards.	
J5. Instructional Improvement Process and Decision Making	Instructional improvement is haphazard and focused on individual teacher decision making.	Instructional improvement is organized at the school/grade/content level. Decisions on curriculum and funding initiatives are centered at the building level.	Instructional improvement is organized around the district school improvement process with decisions made by the SACs, Curriculum Council and Steering Committee.	Instructional improvement organized at the district level and utilize school improvement process. Ongoing successful grants to support instructional improvements are made to teachers based on clearly defined district process.	
Personal Qualities Category Score				/20	

Board Member Individual Calculations

A	Section	B Weight of Category	C Category Score	D Total Weighted Score
	A. Relationship with the Board	10% (.1)		
	B. Community Relations	10% (.1)		
	C. Staff Relationships	10% (.1)		
	D. Business and Finance	10% (.1)		
	E. Educational Leadership	10% (.1)		
	F. Personal Qualities	5% (.05)		
	G. Evaluation	10% (.1)		
	H. Progress Toward the School Improvement Plan	5% (.05)		
	I. Student Attendance	5% (.05)		
	J. Student Growth and Achievement	25% (.25)		
	Total Possible	100%	TOTAL SCORE	
			TOTAL SCORE %	

Scoring Rubric

Category	Total Score Range	Percentage Range
Highly Effective	27.2 to 23.12	85% to 100%
Effective	23.11 to 18.49	68% to 84%
Minimally Effective	18.48 to 13.6	50% to 67%
Ineffective	13.59 or below	Less than 50%

Total average score (based on all BOE members)

Superintendent Evaluation Comments:

Year: _____

What specific recommendations do you have for the Superintendent to improve performance?

What impressed you the most about the Superintendent's performance this year?

What should the Superintendent's priorities be for next school year?

Do you have any additional comments that have a bearing on this evaluation?
