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Montana Educator Performance Appraisal System

(MONTANA-EPAS)

Superintendent Evaluation
Process Guide and
Model Examples

WORKING DRAFT
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Montana
Office of Public Instruction
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Accreditation and
Educator Preparation
Teaching, Learning & Leading

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Montana Educator Performance Appraisal System (Montana-EPAS)
Superintendent Evaluation: Process Guide and Model Examples

High-quality, high-performing teachers and school and district leaders are critical to ensure student learning, well-being, and success. An evaluation system based in ongoing professional growth for each teacher, principal, superintendent, and other school leaders will help to foster learning environments that meet the needs of each student (Evaluation Systems Work Group 2013).

Introduction

The Montana-EPAS consists of models for the evaluation of teachers and school and district leaders. This standards-based evaluation system is designed to encourage a continuum of professional growth throughout a superintendent's career. The Montana-EPAS provides useable tools for school districts to implement the state model or use a common framework to align local systems of continuous growth and evaluation to the state standards. Improving professional practice of superintendents will help to assure student success.

The Montana-EPAS was developed by the Evaluation Systems Work Group, formed to meet the requirements of the Board of Public Education (BPE). Administrative Rules of Montana (ARM) 10.55.701(4) outlines the requirements pertaining to school district evaluations. ARM 10.55.701 Board of Trustees states:

> *(4)(a) The evaluation system used by a school district for licensed staff shall, at a minimum: (i) be conducted on at least an annual basis with regard to nontenure staff and according to a regular schedule adopted by the district for all tenure staff; (ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district's mentorship and induction program required under ARM 10.55.701(5)(b); (iii) identify what skill sets are to be evaluated; (iv) include both formative and summative elements; and (v) include an assessment of the superintendent's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the superintendent's duties.*
> *(4)(b) … the Superintendent of Public Instruction shall develop and publish model evaluation instruments that comply with this rule in collaboration with the MEA-MFT, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, and Montana Small School Alliance*.

The Montana-EPAS relating to school and district leaders is based on the 2015 Professional Standards for Educational Leaders (PSEL) formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards (2008). The focus of the PSEL is to articulate what effective leadership should look like in a today's and tomorrow's accredited school systems. *The standards envision public schools that empower every learner to take ownership of their learning, that emphasize the learning of content and application of knowledge and skill to real world problems, that value the*

differences each learner brings to the learning experience, and that leverage rapidly changing learning environments to maximize learning (CCSSO, 2014). These standards support the primary purpose of the Montana-EPAS: to promote ongoing professional growth to ensure effective instructional practice that leads to learning, well-being, and success for every Montana student.

Montana-EPAS Implementation

Districts may implement the Montana-EPAS for the evaluation of superintendents by adopting, adapting, and modifying one of the state model examples, or districts may align the local evaluation system to state standards. Both implementation options fulfill the BPE standard ARM 10.55.701(4).

Montana Educator Performance Appraisal System (Montana-EPAS) Superintendent Evaluation: Process Guide and Model Examples

Purpose

The primary purpose of the model Montana system for evaluation of teachers and school and district leaders is to foster continuous professional growth enabling learning, well-being, and success for all students. The model state evaluation system is based on three core concepts: professional growth, continuous improvement and quality assurance.

Professional growth focuses on enhancing the skills and knowledge of superintendents in the following areas:

- Leadership/professionalism
- Student learning
- School climate
- School finance and law
- District management including collective bargaining
- Community/constituent relations
- Trustees/superintendent relations
- Achievement of district goals and/or indicators of success

Continuous improvement focuses on superintendent and trustee commitment to continuously improving practice so that principal, teacher, and student performance are continuously enhanced.

Quality assurance focuses on the collection of credible evidence about superintendent performance. The trustees and superintendent agree that the assessment/evaluation of the superintendent is an ongoing process that unfolds over the course of the year. As best practice, the process should consider:

- data that measure progress of the district
- achievement of agreed upon goals
- perspectives and judgment of the superintendent
- perspectives and judgment of the trustees

Professional Standards for Educational Leaders 2015, formerly known as Interstate School Leaders Licensure Consortium (ISLLC) Standards

The Professional Standards for Educational Leaders (PSEL) are founded on a research- and practice-based understanding of the relationship between educational leadership and student success. These Standards provide a holistic view of leadership promoting learning, achievement, development, and well-being of each student (PSEL, 2015).

The PSEL exemplify the knowledge, skills, and dispositions necessary for the development of effective superintendents. A continuum of professional growth throughout a superintendent's career recognizes that one gains skill and expertise over time. Individual school superintendents often focus time and energy on specific standards and performances that directly relate to their current administrative role. These standards guide the Montana-EPAS process guide and model examples for superintendent evaluation and performance indicators.

Table 1. Side-by-Side Correlation of ISLLC 2008 and PSEL 2015 Standards

ISLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

* *Note.* Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

The Professional Standards for Educational Leaders 2015 and the Interstate Leaders Licensure Consortium Standards 2008: A Crosswalk

This process guide and model examples are designed to encourage reflective conversation between trustees and the superintendent. This collaborative approach is for the purpose of improvement of performance of the superintendent, the trustees, and the system so that student learning, well-being, and success increases.

Terms and Definitions as used in this document

20-1-101, MCA

- ***District Superintendent*** means a person who holds a valid class 3 Montana teacher certificate with a superintendent's endorsement that has been issued by the superintendent of public instruction under the provisions of this title and the polices adopted by the board of public education and who has been employed by a district as a district superintendent (10).
- ***Principal*** means a person who holds a valid class 3 Montana teacher certificate with an applicable principal's endorsement that has been issued by the superintendent of public instruction under the provisions of this title and the policies adopted by the board of public instruction and who has been employed by the district as a principal. For the purposes of this title, any reference to a teacher must be construed as including a principal (15).
- ***Trustees*** mean the governing board of a district (32). Terms such as local board of trustees, school district board of trustees, school trustees, district trustees, or local board in this document shall be referred to as "trustees".

Professional Standards for Educational Leaders 2015 (formerly known as ISLLC Standards)

- ***Professional Standards for Education Leaders (PSEL)*** are model leadership standards that outline what education leaders should know and be able to do to ensure that all students graduating from high school are prepared ready for college, careers and the modern workforce.
- ***School and District Leader Assessments and Evaluation Tools*** provide data and diagnostic information about education leader performance and development across the career continuum. These data and diagnostic information are used to inform and support professional development.
- ***Educational Leadership Preparation Program Standards*** guide the knowledge and skills needed to provide quality school and district leadership and the foundation for the preparation of educational leaders. These standards can also be used to guide accreditation of administrator preparation programs and for professional development programs toward licensure.

Legal Responsibilities of the Trustees

- 20-3-324, MCA Powers and Duties. http://leg.mt.gov/bills/mca/20/3/20-3-324.htm

- 20-4-201, MCA Employment of teachers and specialists by contract. http://leg.mt.gov/bills/mca/20/4/20-4-201.htm

- 20-4-401(1), MCA Appointment and dismissal of district superintendent or county high school principal. Employing and appointing a district superintendent. Most trustees in Montana are required to employ a district superintendent. http://leg.mt.gov/bills/mca/20/4/20-4-401.htm

- 20-4-401(4) provides that the written contract of employment for a district superintendent needs to be approved by the board of trustees and must not be for a term of more than three (3) years. The Board should determine whether to renew the contract of employment for the subsequent year or years (and do so by specific motion) prior to February 1, because after the second successive contract, the contract is considered to be renewed for another year without action by the Board. Note that 20-4-401 speaks directly to the contract of employment and not to the completion of the superintendent's evaluation. The evaluation should inform the Board's action in renewing or non-renewing the contract prior to February 1. http://leg.mt.gov/bills/mca/20/4/20-4-401.htm

  Note: Best practice encourages trustees and superintendent to mutually agree to a specific timeline. This timeline can be included in the superintendent's contract or district policy. By mutual agreement the timeline can be modified.

- ARM 10.55.701(4) & (4)(a) require that trustees have written policies and procedures for regular and periodic evaluation of all regularly employed personnel and all licensed staff, including principals, superintendents, and other school district leaders.

Pursuant to Montana law and rule, trustees, superintendents, principals, and other school and district leaders are responsible to supervise and evaluate licensed and nonlicensed district personnel. The superintendent model performance evaluation process is specifically designed to promote thoughtful and meaningful conversations between the trustees and superintendent. This collaborative approach should enhance the ongoing professional growth and performance of the superintendent, trustees, and the system to foster effective instructional practice that ensures student learning, well-being, and success.

Common Components of a Superintendent Evaluation Instrument

Superintendents:

- Serve as chief executive officer of the local trustees.
- Serve as educational leader of the district.
- Engage with families and community.
- Build professional capacity of district personnel.
- Develop community of care and support for students.
- Oversee operations and management.
- Communicate with trustees to develop and maintain positive relations.
- Assist in development and implementation of district policies.
- Develop professional community for teachers and staff.
- Develop a culture of support.
- Develop effective communications.

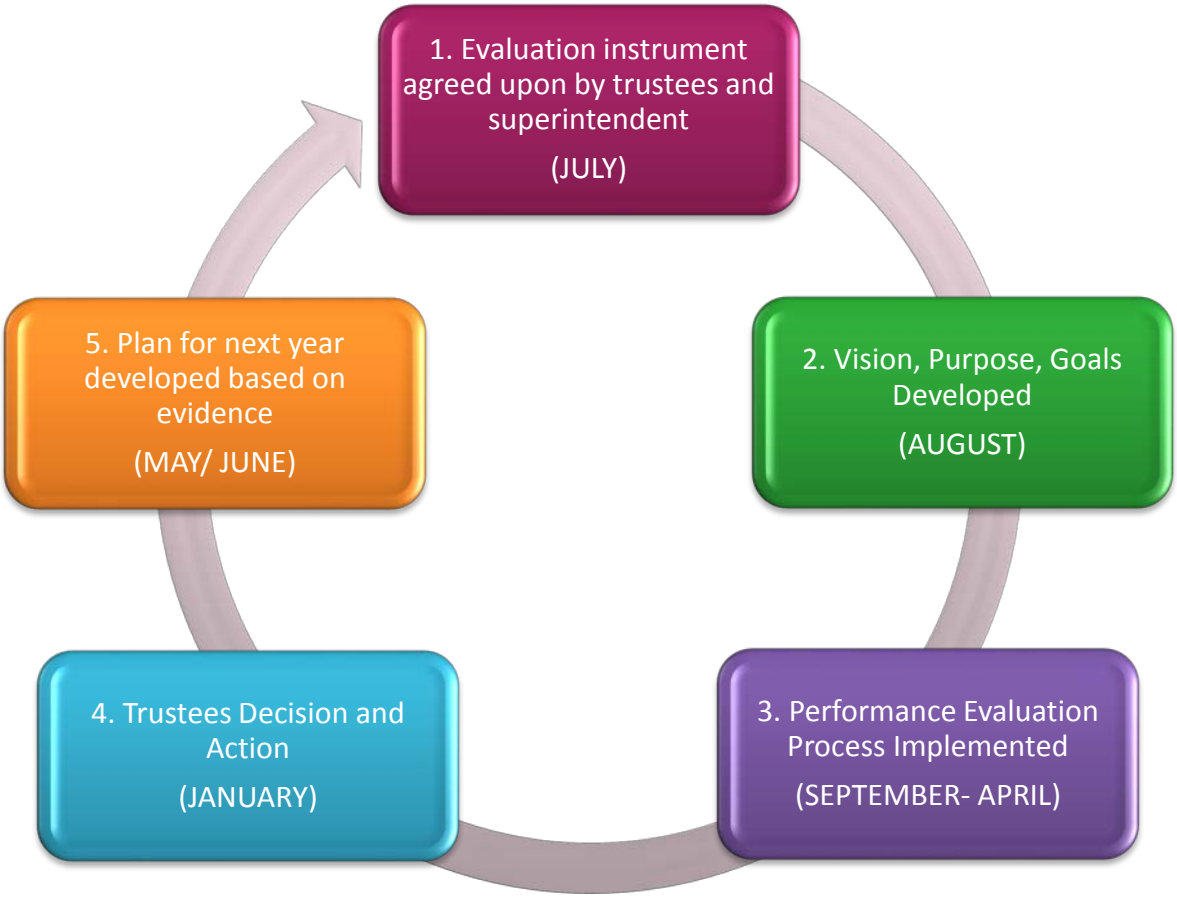
Annual Calendar of the Superintendent Performance Evaluation Cyclical Process

The ongoing role of the trustees is to articulate and communicate expectations for the superintendent. It is better to check on the understanding of expectations and priorities on a regular basis than to wait for a year and discover that the superintendent/trustees/district were not in agreement. Using formative feedback over the course of the year will provide an up-to-date reading of the performance of the superintendent and the trustees.

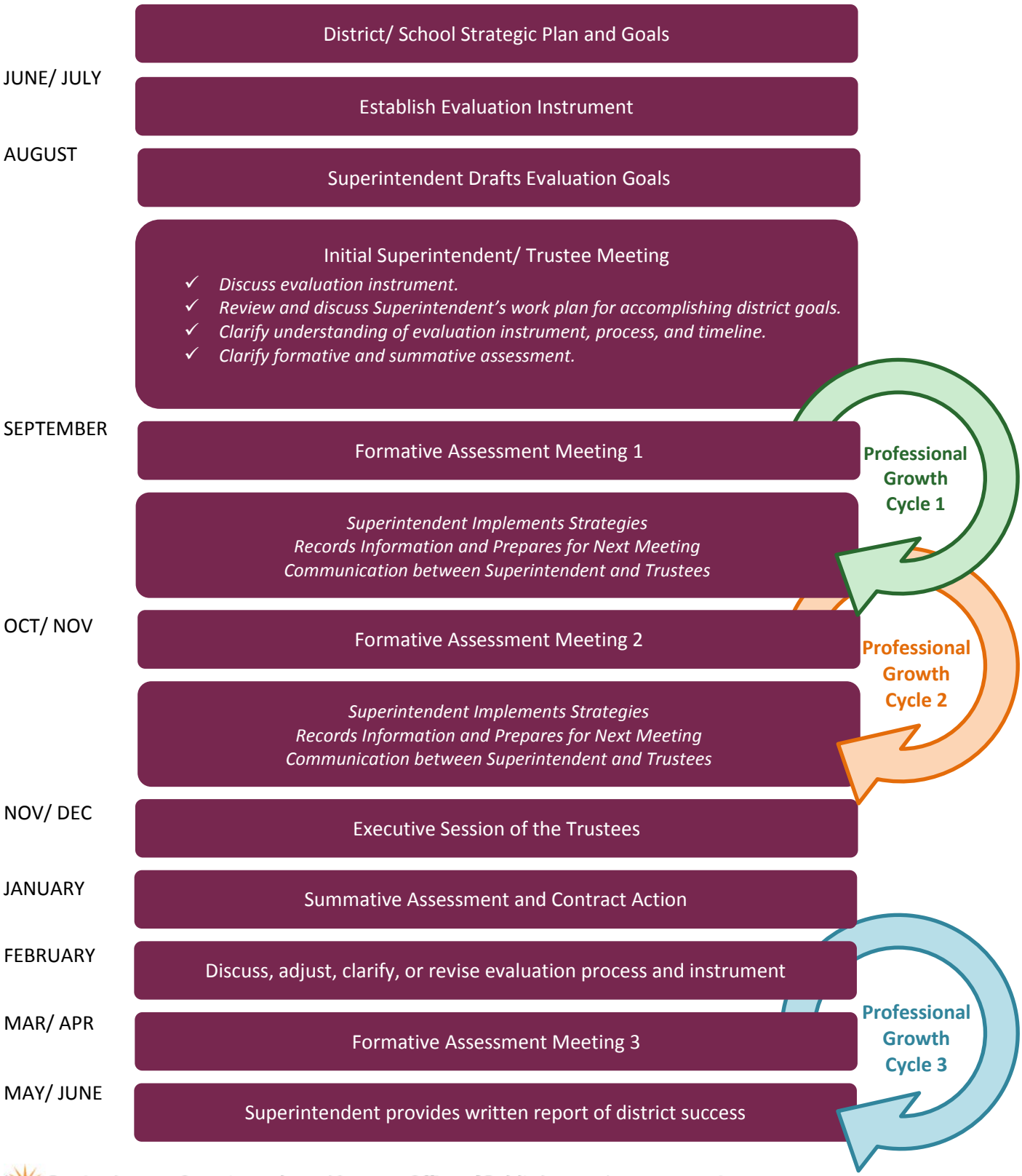
The key indicators listed below outline best practice for annual ongoing professional growth. These include:

1. Creating an evaluation instrument agreed-upon by trustees and superintendent;
2. Developing Vision, Purpose, and Goals;
3. Implementing a Performance Evaluation Process;
4. Trustee decisions and action; and
5. Developing a plan for the next year based on evidence.

Key Indicators of Annual Ongoing Professional Growth



Professional Growth Cycle Overview: Superintendent Cycle



June/July

At this time in the process, the end or beginning of the school year:

- Trustees and superintendent discuss the current evaluation instrument, make changes to the instrument, or develop a new evaluation instrument.

> Note: The "evaluation instrument" is the physical or digital document that the trustees and superintendent agree to use during the evaluation process.

- Criteria of the instrument relate to the job description:
    - Leadership/professionalism
    - Student learning
    - School climate
    - School finance and law
    - District management including collective bargaining
    - Community/constituent relations
    - Trustees/superintendent relations
    - Achievement of district goals and/or indicators of success

> Note: Superintendent Job Description – Many school districts attach a job description to the superintendent contract or district policy.

- Trustees and superintendent agree to the district/school strategic plan and goals.
- Trustees and superintendent establish a clearly defined district vision, mission, set of values and beliefs, and an up-to-date district strategic plan with clearly defined district goals.
- Trustees define the expectations for the superintendent for the coming year aligned to the goals.

August

- Trustees discuss evaluation instrument with superintendent.
- Trustees review and discuss the superintendent's work plan for accomplishing district goals.
- Trustees clarify superintendent's understanding of the evaluation instrument, process and timeline.
- Trustees clarify formative and summative assessment:
    - Formative assessment is an ongoing process to provide the superintendent with informal feedback on performance over the course of the year.
    - Summative assessment is the culminating written evaluation.

September

- Trustees and superintendent review evaluation process, timeline, and job description.
- Trustees review and discuss superintendent's report on the progress of the district.
- Superintendent may prepare a self-evaluation report or other documentation to share with the trustees at this session.
- Trustees provide formative performance feedback to the superintendent.
- Trustees establish date to conduct formal evaluation as specified in superintendent contract or district policy.

October/November

- Trustees review and discuss superintendent report on progress of the district.
- Trustees provide formative feedback to superintendent.
- Superintendent distributes evaluation instrument to each trustee.
- Trustees complete individual responses to the evaluation instrument.
- Trustees develop Composite Evaluation. To maintain confidentiality, the chair or designated trustee compiles the evaluations of the individual trustees. The process used and person designated to compile the evaluations shall be mutually agreed upon.

November/December

- Superintendent schedules Executive Session of the Trustees. The composite evaluation is discussed at a meeting of the trustees, typically in executive session. Trustees provide superintendent with a copy of the composite evaluation prior to this meeting to promote a rich discussion.

> Note: State Statute requires trustees to record minutes of executive sessions 2-3-312(4), MCA.

January

- Best Practice: Trustees, in an open meeting, are prepared to provide comments and reflections, in a general way, of the evaluation process.
- Trustees agree to renew the contract of the superintendent, if the executive evaluation session satisfies both parties.
- Trustees take action on a motion to renew the contract during an open board meeting.
- Trustees conduct an open discussion of why they support the motion without revealing specific provisions of the evaluation.

> Note: Trustees must take action on superintendent contract prior to February 1, pursuant to 20-4-401(4), MCA.

February

- Trustees or a designee places copies of the evaluations of the individual trustee and the composite evaluation in the superintendent's evaluation/personnel file. The superintendent has a legal right to see all of the individual evaluations.
- Trustees and superintendent discuss the evaluation process and instrument making adjustments, clarification, or major revisions, as needed.
- Other potential guidelines for the trustees and superintendent to discuss:
    - How might we establish tentative district goals for next year?
    - How shall we encourage full participation by all trustees?
    - How do we encourage open professional conversations and discussion between us?
    - How do we foster and encourage our culture of learning to ensure student learning, well-being, and success?

March/April

- Trustees discuss superintendent report on the progress of the district.
- Trustees provide formative feedback to superintendent.
- Trustees and superintendent discuss performance of trustees.

May/June

- Superintendent provides written report of district success in reaching the annual district goals and expectations.
- Trustees and superintendent modify or reaffirm district indicators of success and annual performance targets.
- Trustees and superintendent review and modify or reaffirm the communication protocols.

APPENDIX 1

Alignment of Local Superintendent Performance Evaluation to Montana State Standards

Alignment of Local Superintendent Performance Evaluation to Montana State Standards ARM 10.55.701(4)

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School District Name

School District LE

Date Completed

Administrative Rules of Montana **(ARM) 10.55.701(4)**

Retain completed alignment form for your records; OPI suggests the trustees include the district superintendent protocol.

Board of Public Education ARM 10.55.701 (4). ***The local board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his or her files. Personnel files shall be confidential.***

Related BPE Administrative Rules of Montana http://www.mtrules.org/gateway/RuleNo.asp?RN=10%2E55%2E702 **and 20-4-401, MCA *Licensure and Duties of District Superintendent***

ARM 10.55.701 (4)(a) The evaluation process *for superintendent* shall be developed by the trustees and shall, at minimum:

(4)(a)(i) be conducted on at least on annual basis.
Describe:

(4)(a)(ii) be aligned with applicable district goals, standards of the Board of Public Education, and the district mentorship and induction program required under ARM 10.55.701(5)(b).
Describe:

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(4)(a)(iii) identify what skill sets are to be evaluated.
Describe:

(4)(a)(iv) include both formative and summative elements.
Describe:

(4)(a)(v) include an assessment of the superintendent's effectiveness in supporting every student in meeting rigorous learning goals through the performance of the superintendent's duties.
Describe:

APPENDIX 2

Professional Standards for Educational Leaders 2015

Professional Standards for Educational Leaders

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 and 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.

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 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.

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.

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.

Standard 10. School Improvement

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

National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders 2015*. Reston, VA: Author. http://www.npbea.org/

APPENDIX 3

The Superintendent Evaluation Process Quinn and Associates

Superintendent Evaluation: An ongoing process of professional growth

Quinn and Associates provide research-based information on key points about superintendent performance assessment/evaluation.

Basic Challenges of the Superintendent Assessment/Evaluation Process

- Depending on number of trustees a superintendent may have three to 11 bosses, not just one person. Many trustees have little experience giving formal performance feedback.
- Trustees operate in a political environment. Their actions and comments are often influenced by the politics of the situation.
- Perfect performance assessment instruments and processes do not exist. With clear purpose and intent to guide the evaluation process, trustees and the superintendent can develop a system that works well for them.

Evaluation is a process, not an event.

The superintendent's performance should be viewed as a process over the course of each year and over the term of the superintendent's employment, rather than just a once per year event.

Superintendent evaluation practices are contextual and depend on:

- Size of the district.
- Relationships among the trustees.
- Intensity of local media attention and coverage.
- District history of superintendent evaluation.
- Montana State Law and Administrative Rules.
- Longevity of the superintendent.
- Degree of influence of the superintendent.

All that truly matters is the superintendent's ability to raise student achievement and close achievement gaps; however, the superintendent needs to stay long enough to do this.

Longevity of a superintendent depends on:

- Superintendent and trustees relationship.
- Actions/decisions are moral, legal, ethical, and in the public interest.
- Relationships with staff and community.
- Financial management.
- Ability to prioritize.
- Ability to communicate with all audiences.

Performance of the governance team (trustees) should be assessed concurrently with the performance of the superintendent.

Nothing has greater impact on the superintendent's performance than the performance of the trustees. The evaluation process should provide for constructive dialogue between and among all members of the governance team (trustees) and provide an opportunity for the superintendent and governance team (trustees) as a whole to grow together. To ensure ongoing professional growth the trustees and superintendent should review*:*

- Performance of the trustees' duties.
- Adherence to agreed-upon communication protocols.
- Adherence to agreed-upon standards of practice.
- Adherence to the trustees' code of ethics.

Superintendent performance evaluation should be a strategic process.

Performance evaluation should provide data to verify the superintendent's positive effect on the continuous improvement of the district and schools. Superintendent performance evaluation will establish a capacity building process to ensure that the district performance data demonstrate a positive effect on student learning, well-being, and success. The process focuses on professional growth, continuous improvement, and quality assurance. Superintendent performance evaluation should be viewed as a growth mechanism rather than a defense mechanism, and should be timed to be a meaningful part of the district planning process.

The form of assessment should be different in Year One than in later years.

During the first year, a comprehensive strategic plan and accountability model should be developed and adopted by the trustees. Accountability should begin with the trustees and the superintendent, and then allow the superintendent to hold direct reports, building principals, teachers, and all other employees and students responsible for success as it has been defined in the strategic plan. *This process becomes the foundation for the data-driven portion of the superintendent's performance assessment.*

The specific process may or may not be spelled out in the superintendent's contract.

Best practice encourages trustees and the superintendent to mutually agree to a specific timeline. This timeline can be included in the superintendent's contract and/or district policy. By mutual agreement the timeline can be modified.

Best Practice Example: Superintendent Performance Evaluation Framework

Quinn and Associates provide a framework for "best practice" in the superintendent performance assessment/evaluation process. The process outlined below recognizes as a basic principle that the superintendent is the only executive who has a formal reporting relationship to the trustees, and is the only employee the trustees hold accountable for the success of the system.

Primary responsibilities of the trustees:

- Defining success for the system.
- Hiring a superintendent who will be able to achieve that success.
- Establishing clear performance expectations for the superintendent and holding the superintendent accountable for day-to-day management and system success.
- Providing regularly scheduled opportunities for constructive feedback on superintendent performance and on the performance of the trustees.
- Establishing an annual plan for monitoring district success.

Primary purposes of the superintendent performance assessment/evaluation process:

- Fulfill the trustees' responsibilities for management oversight and assure the trustees that policies are being implemented properly.
- Enhance the superintendent's effectiveness.
- Hold the superintendent and the system accountable for continuous improvement on the trustees' adopted district indicators of success.
- Create a periodic, systematic, and constructive form for dialogue between the superintendent and the trustees regarding district goals and progress.
- Assess the performance of the trustees and the impact upon the performance of the superintendent and the system.

Outline of the Process:

The trustees and superintendent agree that the assessment/evaluation of the superintendent is an ongoing process that unfolds over the course of the year. As best practice, the process should consider:

- Data that measure progress of the district.
- Achievement of agreed upon goals.
- Perspectives and judgment of the superintendent.
- Perspectives and judgment of the trustees.

APPENDIX 4

Resources for Professional Learning

National Policy Board for Educational Administration

- Professional Standards for Educational Leaders 2015. Reston, VA: Author.
  http://www.npbea.org/

Montana School Boards Association

- MTSBA Home
  http://www.mtsba.org/home

- MTSBA Great News:
  http://www.mtsba.org/greatnews

- MTSBA: New Trustees Symposium

School Administrators of Montana

- SAM Home
  http://www.sammt.org

- SAM Upcoming Conferences:
  http://www.sammt.org/Page/495

- SAM Conference Listing- New Leaders Summit Program: http://www.sammt.org/Page/498

The Danielson Group

- The Danielson Group Home
  http://www.danielsongroup.org/

- The Danielson Group Framework for Teaching Resources
  http://www.danielsongroup.org/framework/

OPI Montana-EPAS

- Montana-EPAS Home
  http://opi.mt.gov/Programs/Accred/index.html#gpm1_6

APPENDIX 5

Model Examples

The Evaluations System Work Group working on the Montana Educator Performance Appraisal System (Montana-EPAS) found it very difficult to come up with one single model superintendent evaluation instrument. The Evaluations System Work Group recognizes the differences in size of school districts, the make-up of local trustees, and the models of governance. The model superintendent evaluation instrument examples that follow are meant to reflect the differences in approaches that trustees and superintendents may take in effective evaluation. For example, some trustees and superintendents find that a narrative response works well and leads to a rich discussion during the evaluation process. In other instances, trustees and superintendents may find a numerical ranking works best. In any case, the most important element in effective evaluation is that the evaluation instrument should lead to a rich discussion of the performance of the superintendent and the success of the district.

These models are not the only superintendent evaluation instruments that can work – please feel free to adopt, adapt, or re-create your own instrument. The goal of the Evaluations System Work Group is for this process guide to assist you as you develop your evaluation instrument and the process you will use for an effective superintendent evaluation.

SUPERINTENDENT'S EVALUATION (Example #1)

Below are the expectations of an effective superintendent. You are asked to give **one rating of the superintendent's overall performance as an administrator.** In support of your overall rating, please comment on any or all of the individual components. Comments include commendations, recommendations, or observations.

Rating: (Choose one rating that reflects your overall evaluation of the superintendent's performance during the rating period.)

_____Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

1. Serves as Chief Executive Officer (CEO) of the Board of Trustees by maintaining communication, making sound recommendations for trustee action, and by carrying out board policies.

2. Acts as educational leader of the schools by supervising administrative staff, overseeing curriculum development and instruction, and promoting staff development.

3. Directs community relations activities by maintaining communication with the news media, representing the school district's interests with local government and businesses, and responding to the concerns of the public.

4. Oversees personnel management by planning staffing needs, ensuring that personnel policies and the evaluation of all staff are in place, and encouraging staff participation in planning and decision-making.

5. Oversees student personnel services by providing for the health and safety of students, implementing polices to respond to inappropriate student behavior, and maintaining accurate student records.

6. Oversees financial management by proposing a balanced district budget, managing expenditures within the approved budget, and anticipating future financial needs.

7. Oversees facility management by maintaining safety and functionality in all district owned property and planning for future facility needs.

8. Provides leadership toward making progress in each of the district's goal areas.

_____
Signature of Trustee

_____
Date

SUPERINTENDENT EVALUATION (Example #2)

This evaluation checklist may prompt areas of discussion which can be of mutual benefit to the board of trustees and the superintendent in understanding their respective roles and performance. Feel free to make narrative comments that might foster such discussion.

Rating System:

5 – Almost Always; 4 – Usually; 3 – Sometimes; 2 – Not Often; 1 – Never; 0 – Do Not Know/Not Applicable

OVERALL MANAGEMENT AND OPERATIONS OF THE DISTRICT

The Superintendent:

1. Directs and assigns administrators, teachers, and other employees of the district effectively.	5 4 3 2 1 0
2. Organizes (reorganizes) and arranges the administrative and supervisory staff to effectively serve district needs, subject to the approval of the board of trustees.	5 4 3 2 1 0
3. Oversees the selection of all personnel, subject to the approval of the board of trustees.	5 4 3 2 1 0
4. Develops and recommends courses of instruction to the board of trustees for their consideration and approval.	5 4 3 2 1 0
5. Oversees the fiscal management of the district in conjunction with the district clerk.	5 4 3 2 1 0
6. Implements and administers the policies of the board of trustees.	5 4 3 2 1 0
7. Suggests policies and regulations for consideration by the board of trustees.	5 4 3 2 1 0
8. Institutes rules and procedures deemed necessary for the efficient and good order of the school district.	5 4 3 2 1 0

OVERALL MANAGEMENT AND OPERATIONS OF THE DISTRICT (cont'd)

9.	In general, performs all duties incident to the office of the superintendent as prescribed by law.	5	4	3	2	1	0
10.	In general, performs other duties as may be prescribed by the board of trustees.	5	4	3	2	1	0

Narrative Comments:

	SECTION SCORE	5	4	3	2	1	0

LONG-RANGE PLANNING

The Superintendent:

1.	Provides support to the trustees for long-range planning.	5	4	3	2	1	0
2.	Supports the trustees in short-range planning, as through the development of appropriate board agenda items.	5	4	3	2	1	0
3.	Provides leadership to both the process and outcome of planning, especially to the trustees and the cabinet.	5	4	3	2	1	0
4.	Offers constructive, well-considered ideas.	5	4	3	2	1	0

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

MANAGEMENT STYLE

The Superintendent:

1.	Delegates authority to operate various segments of the school district appropriately.	5	4	3	2	1	0
2.	Takes responsibility for the actions of subordinates and/or the results produced.	5	4	3	2	1	0
3.	Fosters a working climate in which staff members can carry out their responsibilities effectively.	5	4	3	2	1	0

MANAGEMENT STYLE (cont'd)

4.	Seeks input from those most directly affected by executive decisions.	5 4 3 2 1 0
5.	Considers the counsel of various individuals and groups.	5 4 3 2 1 0
6.	Includes staff in operational decisions appropriately.	5 4 3 2 1 0
7.	Gives recognition to staff for specific as well as overall accomplishments.	5 4 3 2 1 0
8.	Mediates and resolves conflicts when necessary.	5 4 3 2 1 0
9.	Interacts positively with individuals on the administrative, teaching and support staffs.	5 4 3 2 1 0

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

HUMAN RESOURCES MANAGEMENT

The Superintendent:

1.	Prepares or amends job descriptions when necessary and guides the search and selection process for high quality employees.	5	4	3	2	1	0
2.	Assists the trustees in managing contract negotiations.	5	4	3	2	1	0
3.	Helps the trustees to effectively manage its labor contracts in accordance with the District Labor Relations Mission Statement.	5	4	3	2	1	0
4.	Keeps the board of trustees informed of appropriate state and federal regulations under which the district is legally bound.	5	4	3	2	1	0
5.	Recommends personnel policies necessary and beneficial for the efficient functioning of the school district staff for consideration of the board of trustees.	5	4	3	2	1	0
6.	Manages the personnel budgets and reports all personnel actions to the trustees.	5	4	3	2	1	0
7.	Reports on the number of employees by category monthly and oversees the preparation of a personnel action report.	5	4	3	2	1	0
8.	Formulates and administers a program of supervision for the district's employees.	5	4	3	2	1	0
9.	Recommends a schedule of salaries to the trustees for its consideration.	5	4	3	2	1	0
10.	Oversees the assignment, transfer or reassignment of personnel in a way that helps secure the highest efficiency of the staff (in accord with existing contracts).	5	4	3	2	1	0
11.	Responds to both state and federal, as well as Educational Research Service (ERS), reporting needs in the area of personnel.	5	4	3	2	1	0
12.	Recommends termination of personnel as may be necessary for financial or other reasons, in accordance with statute.	5	4	3	2	1	0

HUMAN RESOURCES MANAGEMENT (cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

MANAGEMENT OF CURRICULUM INSTRUCTION

The Superintendent:

1. Proposes a school calendar to the trustees for the coming year. 5 4 3 2 1 0
2. Focuses on instructional improvement as a high priority in the district. 5 4 3 2 1 0
3. Provides professional leadership for the educational programs of the schools. 5 4 3 2 1 0
4. Assesses necessary changes in educational policies, presenting such changes to the board of trustees for its consideration. 5 4 3 2 1 0
5. Develops a system for regularly reporting to and informing the trustees about the district's educational programs. 5 4 3 2 1 0
6. Oversees the curriculum development cycle, subject to the trustees' approval. 5 4 3 2 1 0
7. Oversees the staff development programs and budgets of the district, subject to the trustees' approval. 5 4 3 2 1 0

MANAGEMENT OF CURRICULUM INSTRUCTION (cont'd)

8.	Defines the attendance areas for the various buildings in the district, subject to approval of the trustees.	5	4	3	2	1	0
9.	Oversees compliance with Board of Public Education Accreditation Standards and, for high schools, requirements of the Northwest Association of Schools and Colleges.	5	4	3	2	1	0
10.	Responds to required state reporting needs.	5	4	3	2	1	0
11.	Formulates and administers a program of instructional supervision within the schools.	5	4	3	2	1	0
12.	Articulates standards that provide the trustees a basis for measuring the district's effectiveness in each program area.	5	4	3	2	1	0

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

BUSINESS AND FISCAL MANAGEMENT

The Superintendent:

1.	Prepares and submits to the board of trustees a preliminary budget for the coming fiscal year.	5	4	3	2	1	0
2.	Works effectively with the trustees to allocate district resources (human and financial) to instructional and operational priorities of the district.	5	4	3	2	1	0
3.	Reports on attendance and takes action on truancies.	5	4	3	2	1	0
4.	Seeks to assure financial stability for the district.	5	4	3	2	1	0
5.	Administers the district's budgets, within the broad appropriations areas approved by the board of trustees.	5	4	3	2	1	0
6.	Accords with laws governing budgets, purchases, and expenditures.	5	4	3	2	1	0
7.	Develops and oversees a plan for maintenance and improvement of buildings and site facilities as may be needed to properly provide for an adequate educational program, subject to the approval of the board of trustees.	5	4	3	2	1	0
8.	Assures that an annual report on the fiscal management of the school system, including an annual audit, is reported to the board of trustees, submitted on a reasonable timetable that is understood by the trustee.	5	4	3	2	1	0
9.	Accounts for all property and other fixed assets in accordance with generally accepted accounting procedures.	5	4	3	2	1	0
10.	Assures a safe and orderly environment conducive to learning for students and staff.	5	4	3	2	1	0
11.	Responds to state, federal, and Educational Research Service (ERS) reporting needs in the area of budgets.	5	4	3	2	1	0
12.	Ascertains that the district and its agents act in accordance with all contracts entered into by the district.	5	4	3	2	1	0

BUSINESS AND FISCAL MANAGEMENT (Cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

GENERAL ADMINISTRATION

The Superintendent:

1.	Takes appropriate action (and reports such action to the board) in matters not specifically covered by board policies.	5 4 3 2 1 0
2.	Generally attends to the prioritization and meeting of needs within the district, informing the board appropriately.	5 4 3 2 1 0
3.	Anticipates needs in the district.	5 4 3 2 1 0
4.	Displays initiative in assessing and guiding appropriate change.	5 4 3 2 1 0
5.	Demonstrates personal effectiveness in planning and organization.	5 4 3 2 1 0
6.	Elicits an optimum effort from most people in pursuit of quality education.	5 4 3 2 1 0
7.	Maintains an accountable management system that assures that duties which are delegated are performed properly.	5 4 3 2 1 0
8.	Responds effectively to critical issues faced by the trustees and the district.	5 4 3 2 1 0

GENERAL ADMINISTRATION (cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

RELATIONS WITH THE TRUSTEES

The Superintendent:

1. Works effectively with the chairperson and vice chairperson. 5 4 3 2 1 0
2. Plans effectively for trustee meetings. 5 4 3 2 1 0
3. Allows for trustee input concerning the agenda and timely information necessary for trustee decisions. 5 4 3 2 1 0
4. Offers recommendations for trustee action on agenda items based on thoughtful study and analysis, serving in an advisory capacity. 5 4 3 2 1 0
5. Is responsive to trustee requests for information and directives. 5 4 3 2 1 0
6. Proposes new policies to the trustees for study and adoption as the necessity for such arises. 5 4 3 2 1 0
7. Provides rules, instructions, and follow-up for employees in such a way as to oversee the board of trustees' implementation of the policies. 5 4 3 2 1 0

RELATIONS WITH THE TRUSTEES (cont'd)

8.	Assists the trustees to operate within a framework of all applicable legal statutes and requirements of the State of Montana.	5	4	3	2	1	0
9.	Helps the board periodically review and update its policies.	5	4	3	2	1	0
10.	Keeps the board informed of district programs, operations, and issues/problems.	5	4	3	2	1	0
11.	Keeps the board informed regarding pertinent external matters.	5	4	3	2	1	0
12.	Facilitates board training and board development in a variety of ways.	5	4	3	2	1	0
13.	Brings special issues to the attention of the board in a timely fashion.	5	4	3	2	1	0

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

COMMUNITY/SCHOOL RELATIONS

The Superintendent:

1.	Helps the board articulate a vision of education within the broader community.	5	4	3	2	1	0
2.	Serves as a clear and able advocate for the board and district.	5	4	3	2	1	0
3.	Visits schools and school events regularly.	5	4	3	2	1	0
4.	Is active in community affairs.	5	4	3	2	1	0
5.	Offers guidance and information to community members and groups interested in the schools.	5	4	3	2	1	0
6.	Supports parental involvement in and partnership with the schools.	5	4	3	2	1	0
7.	Possesses interpersonal skills which fosters collaboration from and within various segments of the community.	5	4	3	2	1	0
8.	Maintains a positive image in the community and is respected as a professional in the district and community.	5	4	3	2	1	0

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

MANAGEMENT OF PUBLIC RELATIONS

The Superintendent:

1.	Disseminates positive and timely publicity and information about the district.	5	4	3	2	1	0
2.	Is accessible to the media and is responsive to the news media's requests for information.	5	4	3	2	1	0
3.	Is candid and honest with media representatives.	5	4	3	2	1	0
4.	Is professional and pleasant with media representatives.	5	4	3	2	1	0
5.	Helps build effective and lasting media relations.	5	4	3	2	1	0

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

PERSONAL AND PROFESSIONAL QUALITIES

The Superintendent:

1.	Communicates clearly in both prepared and extemporaneous settings.	5	4	3	2	1	0
2.	Demonstrates effective written communication skills.	5	4	3	2	1	0
3.	Speaks articulately and clearly.	5	4	3	2	1	0
4.	Is an effective facilitator in group process.	5	4	3	2	1	0
5.	Displays courage of his/her own convictions to be decisive.	5	4	3	2	1	0
6.	Seeks appropriate feedback.	5	4	3	2	1	0
7.	Accepts and makes use of constructive criticism.	5	4	3	2	1	0
8.	Displays a desire to improve his/her professional skills.	5	4	3	2	1	0
9.	Is honest and ethical.	5	4	3	2	1	0
10.	Enlists the trusts of others.	5	4	3	2	1	0
11.	Is an active listener.	5	4	3	2	1	0
12.	Possesses leadership skills commensurate with top-level management.	5	4	3	2	1	0
13.	Presents a demeanor of which the board can be proud and to which others can respond positively.	5	4	3	2	1	0

PERSONAL AND PROFESSIONAL QUALITIES (cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

OVERALL ASSESSMENT

In narrative form, please offer suggestions that might be of constructive assistance to the superintendent and, as it pertains to his/her performance, to the district.

Superintendent Evaluation (Example #3)

(Name) Fiscal Year, ( )
For Contract Ending June 30, ( ) Date of Review: ( )

Purpose: This evaluation is conducted to provide the superintendent with the trustee's assessment of work for the school district. As well, it is conducted to provide the trustees with the superintendent's self-evaluation and goals for the future. A further intent of the evaluation is to strengthen the working relationship between the trustees and the superintendent for the achievement of their mutual goals: To improve academic achievement and the quality of the educational experience of our students.

Process: Each trustee shall complete their part of this evaluation form individually, and each form shall be signed and dated. After the executive session designed for discussion of the evaluation, the trustee chair or designee shall prepare a composite evaluation form, which also reflects goals agreed upon for the upcoming year. This evaluation form, after being signed by the superintendent and the trustees, shall be placed in the personnel file of the superintendent. Each trustee's evaluation, used as the source documents for the composite, shall be given to the superintendent for information and use.

Performance Standards: The ten performance standards are the Professional Standards for Educational Leaders (PSEL) model leadership standards, which were formerly known as the ISLLC Standards.

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 and academic success and well-being of *each* student.

Superintendent comments:
Describe goals from previous annual evaluation. Outline progress toward goals. Reflect upon strengths, weaknesses.

Superintendent goals:
Describe goal(s). Describe why goal is important for district. Outline strategies to reach goals.

Trustee comments and goals for superintendent:

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.

Superintendent comments:
Superintendent goals:
Trustee comments and goals for superintendent:

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.

Superintendent comments:
Superintendent goals:
Trustee comments and goals for superintendent:

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.

Superintendent comments:
Superintendent goals:
Trustee comments and goals for superintendent:

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.

Superintendent comments:
Superintendent goals:
Trustee comments and goals for superintendent:

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.

Superintendent comments:
Superintendent goals:
Trustee comments and goals for superintendent:

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.

Superintendent comments:
Superintendent goals:
Trustee comments and goals for superintendent:

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.

Superintendent comments:
Superintendent goals:
Trustee comments and goals for superintendent:

Standard 9. Operations and Management
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Superintendent comments:
Superintendent goals:
Trustee comments and goals for superintendent:

Standard 10. School Improvement
Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Superintendent comments:
Superintendent goals:
Trustee comments and goals for superintendent:

To school board trustee:
Do you have additional comments regarding the performance of the superintendent that have a bearing on this evaluation?

Evaluator's Signature & Date _____

Superintendent's Signature & Date _____

Superintendent Evaluation (Example #4)
Note: This Example refers to the superintendent job description. Please check the references to reflect your superintendent job description.

COMPONENTS OF EFFECTIVE ADMINISTRATION

1. **Serves as chief executive officer of the trustees.**
   (Refer to superintendent's job description – sections _____)

Rating: _____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Proposes and implements policies of the school board.
- Reports to the school board about the status of programs, personnel, and operations of the district.
- Facilitates the decision-making process for the board by making sound recommendations for board action which are consistent with the district's vision, mission statements, and board goals.
- Communicates as liaison between the school board and school personnel.
- Informs the school board about statutes and rules of the State of Montana, federal laws, and current trends and developments in education.
- Prepares and distributes notices and agendas of meetings to the school board.
- Keeps school board adequately informed of the superintendent's activities, particularly those activities affecting the functioning of the school district.
- Attends meetings of the board and takes part in deliberations, but does not vote.
- Ensures the filing of all reports required by statute or regulation.

2. Acts as the educational leader of the schools.
(Refer to superintendent's job description – sections _____)

Rating: _____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Supervises all administrative staff.
- Oversees planning and evaluation of curriculum and instruction.
- Devises procedures for adopting textbooks and other instructional materials for approval by the school board.
- Visits schools on a regular basis.
- Maintains a current knowledge of developments in curriculum and instruction through continuing education.
- Supervises staff development.
- Keeps the public informed about modern educational practices, educational trends, and the practices and problems of the school district.
- Administers and supervises the educational program of the district.
- Shows respect in dealing with the public, board, and district staff.

3. Directs community relations activities.
(Refer to superintendent's job description – section _____)

Rating: _____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school district.
- Responds to concerns expressed in the community.
- Maintains contacts with the news media.
- Maintains a recognized presence in community activities.
- Involves the community in planning and problem solving for the schools.
- Represents the district with other school systems, social institutions, business firms, government agencies and the general public.

4. Oversees staff personnel management.
(Refer to superintendent's job description – section _____)

Rating: _____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

Comments (including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Organizes recruitment of personnel.
- Assigns personnel to schools and offices.
- Ensures administration of personnel policies and programs.
- Implements an evaluation process for all personnel.
- Maintains up-to-date job descriptions for all personnel.
- Encourages staff initiative and participation in planning and decision making.

5. Oversees student personnel services.
(This item is not in the superintendent's job description)

Rating: _____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

Comments (Including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Ensures adequate student record system.
- Implements policies and programs relating to behavior and discipline of students.
- Oversees programs for health and safety of students.
- Communicates as liaison between schools and community social agencies.

6. Oversees financial management
(Refer to superintendent's job description – sections _____)

Rating: _____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

Comments (Including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Prepares and proposes a balanced district budget in accordance with the law.
- Approves and directs, in accordance with the law and regulations of the board, purchases and expenditures within the limits of the budget.
- Maintains a complete and accurate inventory of district assets.
- Reports to the school board on financial condition of the schools.
- Establishes procedures for procurement of equipment and supplies.

7. Oversees facilities management.
(Refer to superintendent's job description – section _____)

Rating: _____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

Comments (Including suggestions for improvement and commendations):

The following bulleted items, below, serve as examples to illustrate our collective understanding of the superintendent's responsibilities. The list is not intended to be either exhaustive or complete:

- Prepares long- and short-range plans for facilities and sites.
- Ensures the maintenance of school property and safety of personnel and property.
- Inspects school property on a regular basis.
- Supervises utilization of school property in accordance with board policy.
- Monitors any construction, renovation and demolition of school facilities.
- Represents the school before local or state agencies controlling building requirements or providing financing for buildings.

Please rate the performance and efforts of the superintendent to accomplish the district's goals.

8. School District Goals for the_____School Year:

DRAFT

Montana Educator Performance Appraisal System

(MONTANA-EPAS)

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Accreditation and Educator Preparation
Teaching, Learning & Leading