

Michigan Center School District Rubric for Superintendent Defined

Planning and Decision Making (24 Total Points) **15% of Overall Evaluation**

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.a. District Planning	Little effort is made to develop and promote district planning and goals. Lacks understanding and involvement.	Superintendent demonstrates some understanding of the need to promote district planning and goals. Further skill development is needed to help district fulfill needed planning and goal setting.	Superintendent demonstrates the ability to provide guidance for the development of goals and related plans that address district concerns.	Superintendent demonstrates the ability to provide effective guidance and enthusiasm in the development of goals and related plans based on identified need.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.b. Monitoring & Supervising Instructional Practice & Delivery of District Approved Curriculum	Superintendent lacks awareness and does not monitor or supervise those delegated with responsibility for the delivery of curriculum. When inappropriate curriculum practices have been brought to the attention of the Superintendent, little or no action is taken.	Superintendent puts some effort into the supervision of those delegated with responsibility for curriculum. When curriculum issues arise they are dealt with, but effectiveness is somewhat uncertain. Some change occurs in the delivery of curriculum in the classroom.	Superintendent provides appropriate supervision of those delegated with responsibility for curriculum delivery and practice and assures that district curriculum is provided in an appropriate manner in the classroom.	Superintendent is actively involved in the curriculum process to assure that the it is delivered in an appropriate and effective manner. The superintendent provides effective supervision of those delegated with responsibility for curriculum delivery and practice.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.c. Quality of Decisions	Decisions are often poor and lack validity. They are based on little or no pertinent information. Appropriate process for decision making is not evident.	Superintendent is somewhat predictable when making decisions. There are times when limited information or resources are considered when making decisions.	Superintendent makes good decisions. Valid and related information is used to make decisions. A process for decision making is evident, but not always defined.	Superintendent makes quality decisions. Considerable information and resources are utilized when making decisions. A clearly defined process can be identified in the decision making.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.d. Process of Decision Making	A good process for decision making does not exist. Input of appropriate district personnel and/or Board of Education is never requested. Decisions, when made, are announced and not	A good process for decision making exists, but is not always followed. Input of appropriate district personnel and/ Board of Education is requested on a limited basis. Decisions are too often	A good process for decision making is evident. Input from some appropriate district personnel and/or Board of Education is requested. Decisions are announced and explained, but all of the appropriate staff are not included in the explanation.	An effective process for decision making exists and is used consistently. Input of appropriate district personnel and/or Board of Education is requested and considered. Options are evaluated before a final decision is made. Decisions are explained and appropriate persons are

	explained.	announced with limited explanation provided.		informed.
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Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.e. Demonstrating Work Strategies	Superintendent displays minimal punctuality, time management and problem solving capability that causes the work environment to be affected in a negative manner. Does not demonstrate a sincere effort to improve.	Superintendent demonstrates somewhat consistent punctuality, time management, and problem solving. The Superintendent is usually dependable.	Superintendent demonstrates good time management and problem solving. The Superintendent is normally punctual and always dependable.	Superintendent demonstrates effective time management and problem solving. The Superintendent is punctual and demonstrates willingness to go above and beyond, demonstrating a continuous desire to learn and improve.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.f. Demonstrating Knowledge of School Improvement Needs	Superintendent demonstrates little to no understanding of school improvement. A defined process is not used to ensure that each building has created a plan based on needs as defined by the data. Checkpoints are not in place throughout the year to monitor implementation and success.	Superintendent demonstrates understanding of school improvement. A defined process is rarely used to ensure that each building has created a plan based on needs as defined by the data. Checkpoints are in place throughout the year to monitor implementation and success, but they are not followed through on.	Superintendent demonstrates understanding of school improvement. A defined process is used to ensure that each building has created a plan based on needs as defined by the data and that checkpoints are in place throughout the year to monitor implementation and success, but the resulting data is not used consistently to make needed change.	Superintendent demonstrates a complete understanding of school improvement. A defined process is consistently used to ensure that each building has created a plan based on needs as defined by the data and that checkpoints are in place throughout the year to monitor implementation and success. The results from the checkpoints are used to make changes to better address current needs.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
1.g. Development of Effective Employee Training	Superintendent does not effectively monitor delegated authority to assure that in-service or staff development programs are organized and of value. The time set aside for training is inappropriate or not used well. Training does not relate meaningfully to the employee's job.	Superintendent at times monitors delegated authority with little effectiveness to assure that in-service or staff development programs are appropriate in nature. Programs rarely reflect good organization. Feedback is asked for sporadically and never used for future programs.	Superintendent at times monitors delegated authority with some effectiveness to assure that in-service or staff development programs are appropriate in nature. Programs fluctuate somewhat regarding good organization. Feedback is often requested of staff, but only used sparingly to inform future programs.	Superintendent monitors delegated authority to assure that in-service or staff development programs are valuable. Programs are organized and directly related to the employee's job. Feedback from staff is always requested when programs are completed and it helps to inform future programs.

School Environment (21 Total Points)

10% of Overall Evaluation

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.a. Creating an Educational Environment of Respect & Rapport	Superintendent's interactions with staff, students and parents are often negative, demeaning, sarcastic, or inappropriate.	The Superintendent has the respect of some parents, district personnel and the Board of Education. Further development of positive relationships is desirable.	The Superintendent is able to maintain a positive working relationship with parents, district personnel, and the Board of Education.	Mutual respect and good rapport are almost always evident between parents, district personnel, the Board of Education and the Superintendent.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.b. Superintendent Interaction with Board of Education	Superintendent rarely demonstrates good interaction with the Board of Education. Weekly communications are sporadic and contain unimportant or frivolous information.	Superintendent at times demonstrates good interaction with the Board of Education. However, there is room for improvement. Weekly communications are somewhat consistent and often contain unimportant or frivolous information.	Superintendent demonstrates a positive working relationship with the Board of Education. Weekly communication is consistent and often contains pertinent and vital information.	Superintendent almost always responds to and seeks input from Board of Education regarding needs and concerns. Efforts are seen as effective and appreciated. Effective and appropriate weekly communication is maintained from the superintendent to the Board of Education always providing pertinent and vital information.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.c. Expectations for District Academic Achievement	Expectations for academic achievement are not clearly defined and communicated. Superintendent leaves concerns for academic achievement completely in the hands of the staff demonstrating very little concern or involvement.	Superintendent demonstrates some concern for academic achievement. Superintendent communicates expectations for academic achievement to staff and parents with little success. Little to no monitoring of academic success takes place.	Superintendent values academic achievement. High expectation for academic achievement has been communicated somewhat effectively to parents, students, and staff. Superintendent assesses and monitors academic achievement.	Superintendent fosters academic achievement. High expectation for academic achievement has been effectively communicated to parents, students, and staff. Superintendent effectively assesses and monitors academic achievement and makes appropriate changes to better address the needs.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.d. Communication with District Personnel, Parents and Board of Education	Superintendent does not communicate effectively or appropriately. Efficiency of others is hampered due to poor communication	Superintendent generally communicates with some success with personnel, parents and Board of Education. Clarity and effectiveness should be enhanced.	Superintendent communicates consistently and timely with some groups.	Superintendent communicates efficiently and effectively in a timely manner. Interactions with others helps prevent and resolve conflict.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.e. Use of District & Building Resources	Superintendent does not demonstrate good use of resources provided by the district.	Superintendent often uses resources, but has very limited knowledge of the intended use of some of the resources. The potential for a quality work environment is not maximized.	Superintendent uses resources, but is not aware of the use of all resources. This lack of awareness does not contribute to a poor work environment.	Superintendent uses building and district resources in an efficient manner that results in an effective environment.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
2.f. Creating a Safe & Orderly Environment	Superintendent engages in minimal activities to ensure a safe and orderly work environment. Environment is sometimes unsafe.	Superintendent offers some support in implementing safety procedures and in maintaining an orderly work atmosphere. There is a need for improvement to realize secure and safe environment.	Superintendent has implemented safety procedures in an effort to create a safe and productive environment. Staff and students feel a sense of security and it does not impact the learning process.	Superintendent looks for ways to update or improve the work place as it relates to safety and providing an orderly environment. Environment is warm and safe. Employees, student and visitors feel safe.

Professional Responsibilities (15 Total Points)

10% of the Overall Evaluation

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.a. Organization & Administration of Budget	Superintendent does not demonstrate a clear understanding of the budget process. Development and administration of budget is not adequate.	Some understanding of budgetary process is evident. Resources are generally used in an inappropriate manner to meet basic student needs. Implementation of budget needs some improvement.	Superintendent demonstrates an understanding or the budget process. Superintendent is somewhat able to effectively utilize district resources. Budget is implemented in an effective manner.	Superintendent demonstrates a clear understanding of the budget process. Superintendent prioritizes needs and effectively utilizes district resources. Superintendent

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.b. Maintaining & Completing Records & Reports	Superintendent's supervision of district personnel results in an inadequate system for completing and filing records and reports. Little apparent effort is made to assure timely and accurate completion of records and reports.	Superintendent supervises district personnel such that systems for completing and filing reports are partially effective. An effort must be made to promote more timeliness and accuracy.	Superintendent supervises district personnel to ensure completion of reports and records so that they are accurate and complete. The process for completion could allow for additional efficiency.	Superintendent effectively supervises district personnel to assure that completing and filing records is efficient and timely. Records and reports are complete and accurate.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.c. Hiring Faculty & Staff	Superintendent does not become involved in, or contribute to an effective hiring process. May be negative or self-serving when reviewing applicants.	Superintendent provides some leadership to assure an effective hiring process. Results are mixed.	Superintendent is directly involved in the hiring of new employees. The process results in the hiring of productive employees in all buildings.	Superintendent assumes leadership in the hiring of new employees by assuring an effective process. Superintendent seeks to build strong and diverse employees in all buildings.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.d. Evaluating Faculty & Staff	Superintendent uses the evaluation process to be punitive rather than constructive. Expectation for job performance is not evident. Superintendent does not adequately provide suggestions for improvement of job performance. Evaluations are not completed in a timely manner.	Superintendent promotes the use of the evaluation process to provide feedback on job performance to appropriate staff with some success. Expectations for job performance are at times in need of more clarity. Evaluations are not always completed in a timely manner.	Superintendent's intention is to use the evaluation process to improve job performance. Superintendent communicates expectations for job performance. Evaluations are completed in a timely manner.	Superintendent assures the evaluation process is used to improve job performance. Expectations for job performance are clearly defined and articulated. Employee commitment to the process is evident. Evaluations are completed in a timely manner.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.e. Communicating with Public & Families Regarding Instructional & Extra-Curricular Programs	Superintendent provides little information about the instructional and extra-curricular programs in the school district. Superintendent is not successful in responding to parents or community concerns.	Superintendent provides some information about the instructional and extra-curricular programs of the school district. Responses to parent and community concerns are partially effective.	Superintendent communicates in an appropriate manner with parents and community members about the instructional and extra-curricular programs of the school district.	Superintendent assures there is frequent information and communication with parents and community members about the instructional and extra-curricular programs of the school district. Communication with parents is frequent and available as needed.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.f. Engaging Families, Businesses & Community in the Instructional Program	Superintendent does not understand the concept of the schools belonging to the community. No attempt is made to notify families, businesses, or the community of instructional or extra-curricular programs. Superintendent is seldom present for programs or activities.	Superintendent sometimes communicates information. More effort should be made to encourage involvement and solicit feedback. Little attempt is made to expand or improve program opportunities. Superintendent at times is present for programs or activities.	Superintendent understands that the school is a part of the community. Communication is appropriate and leads to good participation in programs. Superintendent is in attendance at multiple programs and activities.	Superintendent understands the concept of the school as a function of the community. Information is effectively communicated. Involvement in programs is continually being promoted. Superintendent is frequently in attendance at programs and activities.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.g. Developing Relationships with Colleagues & Community	Superintendent at times treats people in a disrespectful manner. When confronted, the Superintendent is very defensive and has difficulty building positive relationships.	Superintendent attempts to develop positive relationships and is willing to meet with people. Interactions are partially successful.	Superintendent treats people with respect and develops relationships with colleagues and people from the community.	Superintendent treats colleagues and community members with respect. People feel appreciated and have positive relationships with the Superintendent.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.h. Participation in School & District Projects & Committees	Superintendent does not participate in district projects or committee work. Though Superintendent is responsible to committees, attendance at, and involvement in, the committee is minimal. Superintendent demonstrates limited ability as a team player.	Superintendent is involved in district projects and committee work, but does not contribute to the level of effectiveness necessary to help facilitate projects and programs.	Superintendent is appropriately involved in district projects and committees.	Superintendent is actively involved in district projects and committees. The Superintendent provides valuable contributions. Superintendent is considered a team player by others.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.i. Growing & Developing Professionally	Little or no effort is made to grow and develop professionally. Superintendent does not attend professional development seminars and conferences or undertake graduate work. Superintendent puts little effort into district-provided training sessions.	Superintendent attends some professional development. Superintendent demonstrates some initiative in an attempt to grow and develop professionally.	Superintendent makes a consistent effort to attend professional development trainings that are suited for the needs of the district. Better consistency on sharing information with appropriate personnel is needed.	Superintendent actively seeks professional development opportunities. Superintendent is willing and able to share knowledge or skills acquired.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
3.j. Modeling Integrity, Reliability & Trustworthiness	Superintendent is unreliable and undependable. Superintendent is unable to build trust in relationships.	Superintendent is usually reliable and dependable and able to build trust in relationships.	Superintendent reliable and builds trust in relationships with others.	Superintendent is reliable and dependable and builds trust in relationships with others. Superintendent goes out of his/her way to maintain and evolve relationships for the betterment of the district.

Professional Practice (15 Total Points)
10% of Overall Evaluation

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.a. Communication of District Goals	Superintendent does not demonstrate an ability to clearly and accurately communicate district goals.	Superintendent has a somewhat effective ability to accurately communicate district goals.	Superintendent has an understanding of the goals that allows him/her to communicate the main focus of the goals.	Superintendent has a clear understanding of district goals and can effectively and accurately communicate those goals. Superintendent's spoken and written language is clear, correct, and understood.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.b. Involving Staff in District Academic Achievement	Superintendent does not demonstrate the ability or willingness to involve staff in district academic development.	Superintendent sometimes demonstrates an ability or willingness to involve staff in district academic development. More staff involvement and contribution should be encouraged.	Superintendent frequently involves district staff in the development of academic development. Superintendent provides a process and is directly involved.	Superintendent demonstrates the ability and willingness to involve staff in district academic development and implements time, effort, and procedures to ensure staff involvement. Superintendent emphasizes a problem-based approach, encouraging diverse interpretation and successfully ensures contributions from all.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.c. Providing Public & District Administration with Feedback Regarding Projects & Achievements	Feedback is not consistent. When presented, it is not accurate, constructive, substantive, specific or timely.	Feedback is frequent. Often times the feedback is lacking completeness.	Feedback is provided timely and it contains pertinent information.	Feedback is provided in a timely manner. When presented, it is constructive and of very good quality.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.d. Responding to Staff, Parent, Student and Other School Concerns	Superintendent too often ignores or brushes aside concerns and does not respond to staff, parent, student, or other school problems.	Superintendent attempts to respond to staff, parent, student or other school problems, but with mixed results. Flexibility and a willingness to respond should be enhanced. May at times appear defensive.	Superintendent responds appropriately to staff, parent, student and other school problems. Flexibility and willingness to respond are also appropriate.	Superintendent successfully demonstrates compassion and sensitivity when responding to staff, parent, student or other school problems. Flexibility and a willingness to respond are timely, positive, consistent, and compassionate.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.e. Leadership Effectiveness	Superintendent is not an effective leader. Little attempt to provide educational direction is apparent. District seems to operate on its own with little or no planned success.	Leadership by the Superintendent is generally appropriate. Direction that is provided may be somewhat limited in scope. It would be beneficial to improve leadership skills.	Leadership by the Superintendent is appropriate. A direction is provided and communicated appropriately to gain the support necessary for success. More autonomy could be given to building leaders.	Leadership provided by the Superintendent is effective. Superintendent provides direction and motivation while allowing appropriate autonomy. Superintendent adjusts leadership style to impact the needs of the situation.

Rating	Ineffective (0)	Minimally Effective (1)	Effective (2)	Highly Effective (3)
4.f. Use of personal technology	The leader does not use technology effectively to organize or communicate.	The leader uses voicemail and email to maintain some communication with school staff, parents, and students.	The leader uses voicemail and e-mail through mobile communication devices (iPad) to effectively maintain communication and organization.	The leader models the use of technology in a way that allows staff to learn how to use technology in a similar way. The leader also seeks out new technologies/software/applications to make themselves more efficient and organized.

Teacher & Student Growth (40 Total Points)

25% of Overall Evaluation

Student Growth

Student growth is defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement. State and local assessments will be used as tools to measure student growth.

Teacher Growth

Teacher growth is defined as the increase or improved performance of teacher instruction that has a direct impact on student growth. Agreed upon assessments will be used in each individual teacher to determine growth for each identified goal area.

Rationale: This rubric focuses on measuring student growth that accomplished four components:

- Collaborative theory and practice between the educator and administrator
- Support district and building level improvement goals.
- Support the professional development of the educator.
- Supports the growth of student achievement.

Rating	Ineffective (0)	Minimally Effective (3)	Effective (8)	Highly Effective (10)
5.a. Use of data to improve student growth	No evidence of data collection, analysis, and conclusions drawn from data appear to inform the decision-making within the school.	Some data is collected, but is used minimally to inform decision-making within the school. Data has been pulled together by mostly the principal, with some staff involvement. The tie between data and goals is loose.	A variety of data is used to inform decision-making within the school. Data is used with school improvement leaders to set and monitor school improvement goals. A tight alignment between the data/goals is evident.	A variety of data is used to inform decision-making within the school. The superintendent empowers staff to use data to inform instruction, make programmatic decisions, and draw conclusions regarding instruction. The use of data goes beyond school improvement.

Rating	Ineffective (0)	Minimally Effective (3)	Effective (8)	Highly Effective (10)
5.b. Meeting building and district improvement goals	No progress was made in addressing the annual improvement goals, and the action plan activity steps were not implemented or followed.	Little progress was made in addressing the annual school improvement goals and the activity steps in the action plan were completely followed and implemented OR Goals were met, but the activity steps in the action plan were occasionally followed and implemented.	The improvement goals were met and the action plan activity steps were completely followed with and implemented.	The improvement goals were exceeded and all of the activity steps were implemented in such a manner that they are now part of the culture of the building.

Rating	Ineffective (0)	Minimally Effective (3)	Effective (8)	Highly Effective (10)
5.c. Meeting teacher results based on student assessment	Less than 65% of teachers were able to meet their individual goals.	Between 65% and 75% of teachers were able to meet their individual goals.	Between 76% and 89% of teachers were able to meet their individual goals.	90% or more of the teachers were able to meet their individual goals.

Rating	Ineffective (0)	Minimally Effective (3)	Effective (8)	Highly Effective (10)
5.d. Meeting student growth based on student assessment results	Less than 70% of students were able to meet the identified growth level.	Between 70% and 79% of students were able to meet the identified growth level.	Between 80% and 89% of students were able to meet the identified growth level.	90% or more of the students were able to meet the identified growth level.