

“Collaborating to Create Focus”

The Ohio Superintendent Evaluation System

**Ohio School Boards Association
Board Leadership Institute
April 30, 2011**

**Rick E. Fenton
Ohio Department of Education**

OHIO Superintendent Evaluation System

“Collaborating to Create Focus”



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The Relationship of the Ohio Standards for Superintendents with the Ohio Leadership Development Framework

In 2007, a partnership between the Ohio Department of Education and the Buckeye Association of School Administrators was established to develop a framework to improve leadership at all levels of the system from the state, to the district, to the school building, to the classroom. The partnership, Ohio Leadership Advisory Council, brought together a distinguished group of leaders from all regions of the state, representing a variety of roles, disciplines and points of view. The Ohio Leadership Development Framework resulted from this work and details a common core of essential practices as well as leadership roles and responsibilities at the district and school level.

As part of the development process of the Ohio Standards for Superintendents, the writing team looked closely at the OLAC framework and considered alignment with the expectations and content of the framework. Together, the framework and standards help to provide a clear picture to Ohio's educational leaders, school boards and higher education institutions of the expectations for effectiveness in the superintendency.

The expectations of both documents—the Ohio Standards for Superintendents and the Ohio Leadership Development Framework—are reflected in the Ohio Superintendent Evaluation System.

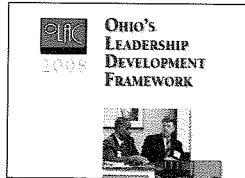
Alignment of Ohio Standards for Superintendents to the Ohio Leadership Development Framework

OHIO STANDARDS FOR SUPERINTENDENTS	OHIO LEADERSHIP DEVELOPMENT FRAMEWORK
Standard 1: Vision, Continuous Improvement and Focus of District Work	OLAC Areas 1 and 2: Data and Decision-Making Process; Focused Goal Setting Process
Standard 2: Communication and Collaboration	OLAC Area 4: Community Engagement Process
Standard 3: Policies and Governance	OLAC Area 6: Board Development and Governance Process
Standard 4: Instruction	OLAC Area 3: Instruction and the Learning Process
Standard 5: Resources	OLAC Area 5: Resource Management Process

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The Relationship of Foundational Elements

2007-08



Essential Practices

1. Data and the Decision-Making Process
2. Focused Goal-Setting Process
3. Instruction and the Learning Process
4. Community Engagement Process
5. Resource Management Process
6. Board Relations and Governance Process

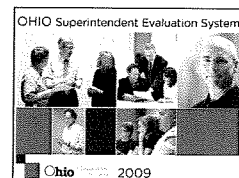
2008



Five Standards

1. Vision, Continuous Improvement, and Focus on District Work
2. Communication and Collaboration
3. Policies and Governance
4. Instruction
5. Resources

2009



Evaluation System

1. Develop/Revisit a Standards-Based Job Description
2. Identify Annual District Objectives/Develop Work Plans
3. Conduct a Formative Assessment (mid-year)
4. Conduct a Summative Evaluation (end-of-year)

Suggested Implementation Timeline

March – May

Develop Standards-Based Job Description

June – July

Develop Annual District Objectives

Aug. – Sept.

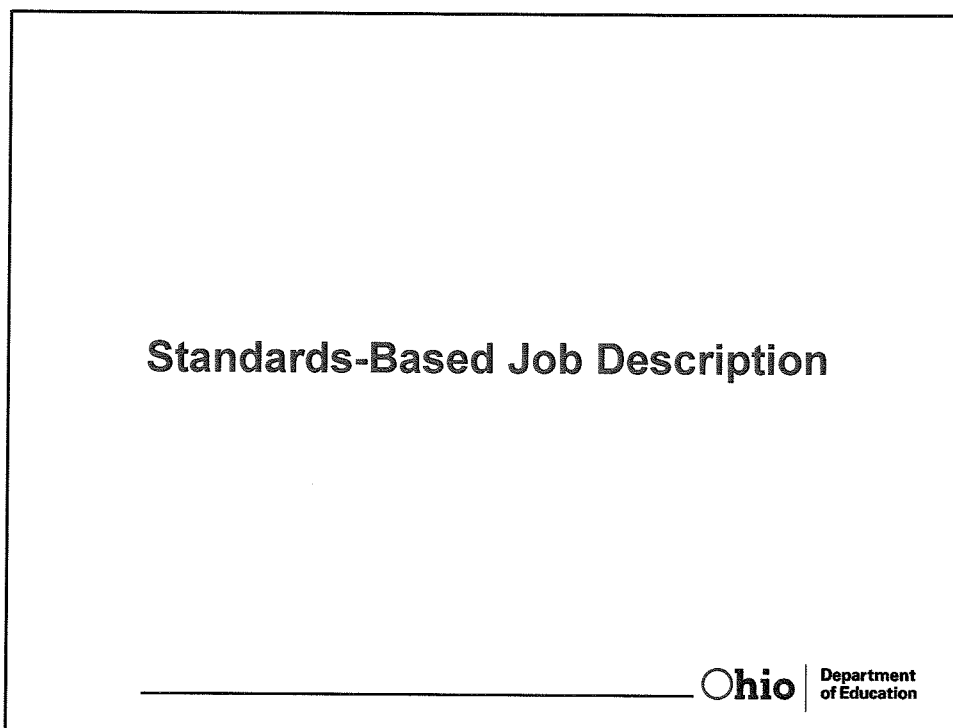
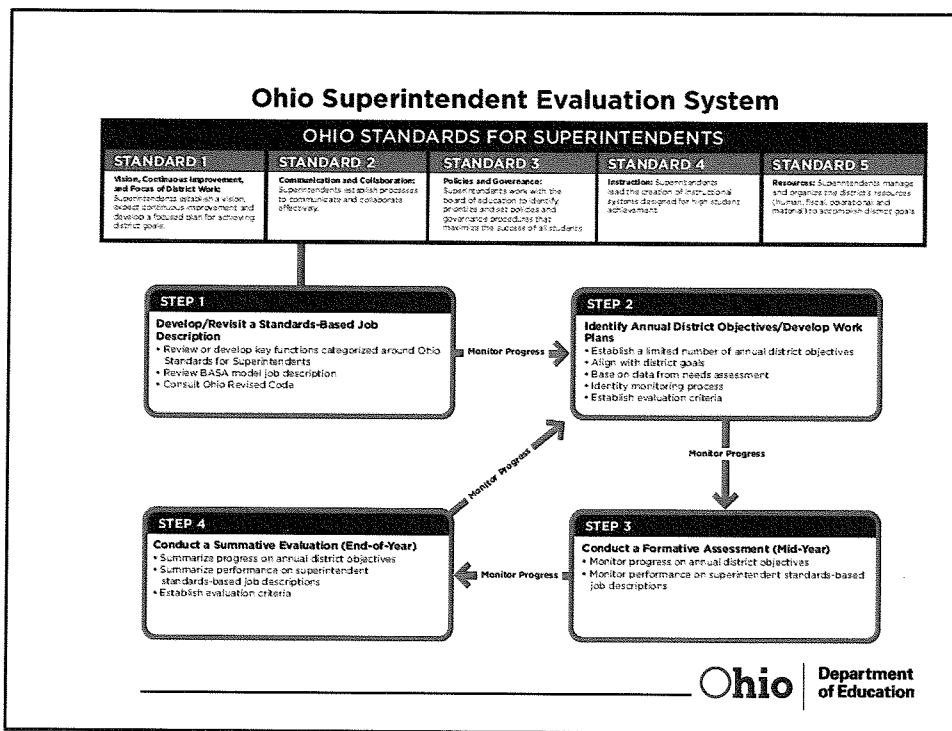
Establish Work Plans

Dec. – Jan.

Conduct Formative Assessment

June - July

Conduct Summative Assessment



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Worksheet in Job Description Format

SUPERINTENDENT OF SCHOOLS

RESPONSIBLE TO: Board of Education

DEFINITION:

The Superintendent of Schools is the chief executive and administrative officer of the Board. The Superintendent reports directly to the Board, has all powers and duties imposed upon the office by statute, and has all executive and administrative powers and duties in connection with the overall operation of the schools which are not required by statute to be exercised directly by the Board or by some other officer. The Superintendent exercises leadership through school administrators who comprise the Leadership Team.

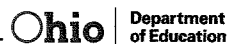
MAJOR POLICY RESPONSIBILITY:

The Superintendent of Schools initiates and recommends policies for approval by the Board and develops policies recommended by the Board. Following approval of policies by the Board, the Superintendent is responsible for implementing policies and ensuring that the overall operation of the schools adheres to established Board policies. The Superintendent shall affect the position responsibilities by delegating, at his/her discretion, said responsibilities to assistants and subordinates with the knowledge that the delegation or power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.

KEY FUNCTIONS:

A. VISION, CONTINUOUS IMPROVEMENT, AND FOCUS OF DISTRICT WORK:

Superintendent shall establish a vision, expect continuous improvement, and develop a focused plan for achieving district goals. Effective superintendents facilitate the establishment of a vision for their districts. They articulate this vision clearly, creating a description of what the district can become. This vision drives the district's work.



Worksheet in Job Description Format

KEY FUNCTIONS:

A. VISION, CONTINUOUS IMPROVEMENT, AND FOCUS OF DISTRICT WORK:

Superintendent shall establish a vision, expect continuous improvement, and develop a focused plan for achieving district goals. Effective superintendents facilitate the establishment of a vision for their districts. They articulate this vision clearly, creating a description of what the district can become. This vision drives the district's work.

Representative Elements:

1. Develop a shared vision for the district.
2. Expect, model, and support the effective use of data.
3. Create and execute a coherent plan with a limited, achievable number of goals and objectives.
4. Implement the district plan and monitor the strategies and activities for achieving the goals and objectives.
5. Communicate the district's vision, goals, and focused plan.
6. Engage the Board and key staff in a process that identifies objectives details activities, resources, timelines, standards, and monitoring processes necessary for completion of the district objectives.
7. Provides regular and year-end reports on progress.

ADD ELEMENTS SPECIFIC TO THE SUPERINTENDENT'S POSITION

- 8.
- 9.



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Annual Objectives

Key Concepts: Annual Objectives

Annual objectives are **specific, measurable** statements of what should be accomplished within a **specified time frame** to improve the district. They provide the basis for evaluating the Superintendent's annual progress.

Annual objectives must be:

- Clear
- Focused
- Based on data
- Within the scope of the superintendent's control
- Aligned with broader district goals
- Set with an understanding of the district's capacity
- Designed to stretch but not exceed district capacity
- Measurable
- Set with a clear timeframe

Example: The superintendent shall (action verb) (phrase containing what is to be accomplished) by (date).

Possible Methodology: Annual Objectives

1. The board members and superintendent reflect individually on the district's most important objectives for the next 12-18 months
2. The board members and superintendent reflect individually on what must be done to attain the most important district objectives.
3. The board members and superintendent individually write what they believe must be done to achieve the objectives.
4. The board members and superintendent verbally present in round-robin fashion their suggestions for potential objectives. Duplicate ideas should be skipped.
5. Once all of the ideas are presented, board members and the superintendent ask clarifying questions of one another to ensure that everyone has a common understanding of each suggested objective.
6. The board members and superintendent should reach consensus on a limited number of objectives (3-5) to refine for inclusion in the superintendent's evaluation process.

Ohio Superintendent Evaluation System

Worksheet 2.1: Identify Annual District Objectives

Superintendent Name: _____

School District: _____ Academic Year: _____

Focused, Annual District Objectives (no more than five)	Evidence of Progress or Completion (monitoring evidence/data sources)	Targeted Completion Date
1.		
2.		
3.		
4.		
5.		

Ohio Superintendent Evaluation System

Worksheet 2.1: Identify Annual District Objectives

Superintendent Name: Horace Mann
School District: Anytown **Academic Year:** 2009-2010

Focused, Annual District Objectives <i>(no more than five)</i>	Evidence of Progress or Completion <i>(monitoring evidence/data sources)</i>	Targeted Completion Date
1. Implement, assess, and report on the new district energy cost saving plan.	1. Monthly reports to the Board 2. End of project report to the Board	June 30, 2010
2. Develop a negotiations plan that will facilitate a successful process for the district	1. Monthly reports to the Board 2. End of project report to the Board	April 15, 2010
3. Implement key components of the newly developed district communications plan	1. Monthly reports to the Board 2. End of project report to the Board	June 30, 2010
4. Develop (a) then execute (b) a levy management plan that will serve as a guide for the Spring Operating Levy	1. Monthly reports to the Board 2. End of project report to the Board	November 1, 2009
5. Conduct an analysis and provide recommendations of Special Education services	1. Monthly reports to the Board 2. End of project report to the Board	June 30, 2010

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Develop Work Plans

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Ohio Superintendent Evaluation System

Worksheet 2.2: Develop Work Plans

To be completed by the superintendent and administrative team. Duplicate and complete one form for each objective.

Superintendent Name: _____ School District: _____

Academic Year: _____ Objective: _____

Action Steps	Names of Persons/Groups Responsible	Targeted Completion Date
1.		
2.		
3.		
4.		
5.		

(Note: Action Steps can be expanded to accommodate additional)

<p>Capacity Considerations (Place, human, time or material resources needed)</p>	<p>Monitoring Process (The reporting and feedback process that will be used to discuss progress being made toward achieving objective)</p>	<p>Evaluation Criteria (Criteria that will be used to determine how well the objective has been met)</p>
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Ohio Superintendent Evaluation System

Worksheet 2.2: Develop Work Plans

To be completed by the superintendent and administrative team. Duplicate and complete one form for each objective.

Superintendent Name: Horace Mann School District: Anytown

Academic Year: 2009-2010 Objective: Develop a negotiations plan that will facilitate a successful process for the district

Action Steps	Names of Persons/Groups Responsible	Targeted Completion Date
1. Review current salary & supplemental schedules, insurance rates, regional trends, 5 year forecast	Superintendent, Association Presidents, Treasurer, Board Representative	August 1, 2009
2. Conduct language review, history, input from certified and classified staff	Association Presidents, HR director	August 15, 2009
3. Identified Negotiations process model (IBB or traditional?)	Administrative Team & HR director & association	September 30, 2009
4. Develop financial information guide, analysis of costs, projections and levy implications	Administrative Team, Treasurer	January 15, 2010
5. Provide Administrative recommendations to the Board	Superintendent, Treasurer, HR	January 15, 2010

<p>Capacity Considerations (Place, human, time or material resources needed)</p> <p>1. Understand implications on salary schedule and health benefits</p> <p>2. Understand implications on staffing and future levies</p> <p>3. Legal council</p>	<p>Monitoring Process (The reporting and feedback process that will be used to discuss progress being made toward achieving objective)</p> <p>1. Briefings with Administrative Team</p> <p>2. Weekly Superintendent newsletter updates to Board</p>	<p>Evaluation Criteria (Criteria that will be used to determine how well the objective has been met)</p> <p>Evidence of the report according to the deadline.</p>
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Formative Assessment

Key Concepts: Formative Assessments

1. **Linked to standards**
 - Job Descriptions and Annual Objectives
2. **Monitors progress, offers suggestions, confirms achievement**
 - Current status; revisions, if needed
 - Provides opportunities for coaching
3. **Provides evidence**
 - Artifacts and Portfolios
4. **Promotes self-assessment**
 - Encourages alternative approaches to current practice

Ohio Superintendent Evaluation System

Worksheet 3.1: Formative Assessment & 4.1: Summative Assessment

Superintendent Name: _____
 School District: _____ Academic Year: _____

Standard	Superintendent Reflection and Comments		Board Response/Recommendations	
	3.1 Formative (Mid-Year)	3.1 Formative (Mid-Year)	3.1 Formative (Mid-Year)	3.1 Formative (Mid-Year)
Standard 1: Vision, Continuous Improvement and Focus of District Work Representative Elements: (insert elements from job description.) • • • • •				
	4.1 Summative (End-of-Year)	4.1 Summative (End-of-Year)	4.1 Summative (End-of-Year)	4.1 Summative (End-of-Year)

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Ohio Superintendent Evaluation System

Performance on Objectives Worksheet 3.2: Formative Assessment & 4.2: Summative Assessment

Superintendent Name: _____
 School District: _____ Academic Year: _____

District Objectives	Evidence of Progress	3.2 Formative Assessment Date _____		4.2 Summative Assessment Date _____	
		In Progress	Completed	In Progress	Completed

Board Recommendations/Commendations:

Superintendent's Response:

Board President (or designee): _____ Date: _____
 Superintendent: _____ Date: _____

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Ohio Superintendent Evaluation System

Worksheet 3.1: Formative Assessment & 4.1: Summative Assessment

Superintendent Name: Horace Mann
 School District: Anytown Academic Year: 2009-2010

Standard	Superintendent Reflection and Comments		Board Response/Recommendations	
	3.1 Formative (Mid-Year)	4.1 Summative (End-of-Year)	3.1 Formative (Mid-Year)	4.1 Summative (End-of-Year)
Standard 1: Vision, Continuous Improvement and Focus of District Work Representative Elements: (Insert elements from job description.) Develop a shared vision for the district. Expect, model, and support the effective use of data. Create and execute a coherent plan with a limited, achievable number of goals and objectives. Implement the district plan and monitor the strategies and activities for achieving the goals and objectives. Communicate the district's vision, goals, and focused plan. Engage the Board and key staff in a process that identifies objectives details activities, resources, timelines, standards, and monitoring processes necessary for completion of the district objectives. Provides regular and year-end reports on progress.	I believe these responsibilities are on target. The district has reviewed its strategic plan at the summer workshop and identified five key objectives to accomplish for the '09-'10 academic year. We are in the process of carrying out the activities to accomplish our annual objectives.	All activities described under the work plans for our five objectives have been completed. We will continue to examine potential objectives for the Board to consider at their pre school workshop.	The key elements of this standard are on target. We would encourage the Superintendent to increase communication with the business community on this endeavor.	Efforts to communicate with the business community have been excellent. This standard is being met.

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Ohio Superintendent Evaluation System

Performance on Objectives Worksheet 3.2: Formative Assessment & 4.2: Summative Assessment

Superintendent Name: Horace Mann
 School District: Anytown Academic Year: 2009-2010

District Objectives	Evidence of Progress	3.2 Formative Assessment Date: January 5, 2010		4.2 Summative Assessment Date: June 30, 2010	
		In Progress	Completed	In Progress	Completed
Implement, track, and report on the newly adopted energy conservation plan	Based on timelines on the work plans, activities are on schedule	X			
Develop a negotiated plan that will facilitate a successful process for the district	Based on timelines on the work plans, activities are on schedule	X			
Implement key components of the newly developed district communications plan	Based on timelines on the work plans, activities are on schedule	X			
Develop (or then execute) a key management plan that will serve as a guide for the Spring Operating Levy	The report to the Board has been completed and presented to the Board		X		
Conduct an analysis and provide recommendations of Special Education services	Based on timelines on the work plans, activities are on schedule	X			

Board Recommendations/Commendations:
The Objectives as outlined in the work plans are on schedule and the "levy" plan has been completed. (January 5, 2010)

Superintendent's Response:
 The administrative team continues to work on the remaining objectives and is making good progress towards completing the activities prescribed in the work plans.

Board President (or designee): _____ Date: _____
 Superintendent: _____ Date: _____

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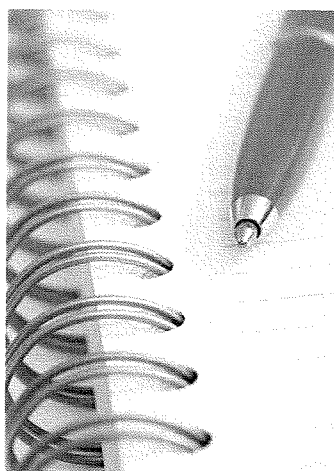
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Summative Assessment

Key Concepts: Summative Assessments

Summative assessment comments should be made in a general yet comprehensive manner, and they should address each of the five standards. Descriptors similar to those cited below may be useful.

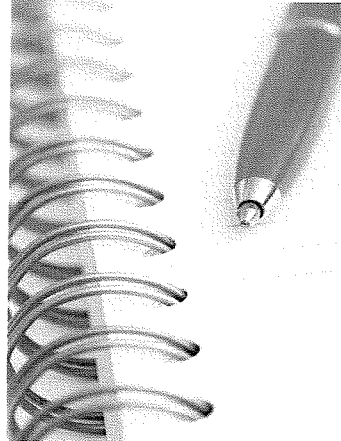
- Exemplary
- Proficient
- Progressing
- Not meeting standards



Key Concepts: Summative Assessments

District Objectives: Comments are “summative” and made to represent overall performance on the three to five objectives

In this category the standards (Evaluation Criteria) for accomplishment have been articulated on the work plans and have or have not been accomplished.



Ohio Superintendent Evaluation System

Worksheet 3.1: Formative Assessment & 4.1: Summative Assessment

Superintendent Name: Horace Mann
 School District: Anytown
 Academic Year: 2009-2010

Standard	Superintendent Reflection and Comments	Board Response/Recommendations
<p>Standard 1: Vision, Continuous Improvement and Focus of District Work</p> <p>Representative Elements: (Insert elements from job description.)</p> <ul style="list-style-type: none"> Develop a shared vision for the district. Expect, model, and support the effective use of data. Create and execute a coherent plan with a limited, achievable number of goals and objectives. Implement the district plan and monitor the strategies and activities for achieving the goals and objectives. Communicate the district's vision, goals, and focused plan. Engage the Board and key staff in a process that identifies objectives, details activities, resources, timelines, standards, and monitoring processes necessary for completion of the district objectives. Provides regular and year-end reports on progress. 	<p>3.1 Formative (Mid-Year)</p> <p>I believe these responsibilities are on target. The district has reviewed its strategic plan at the summer workshop and identified five key objectives to accomplish for the '09-'10 academic year. We are in the process of carrying out the activities to accomplish our annual objectives.</p> <p>4.1 Summative (End-of-Year)</p> <p>All activities described under the work plans for our five objectives have been completed. We will continue to examine potential objectives for the Board to consider at their pre school workshop</p>	<p>3.1 Formative (Mid-Year)</p> <p><i>The key elements of this standard are on target. We would encourage the Superintendent to increase communication with the business community on this endeavor.</i></p> <p>4.1 Summative (End-of-Year)</p> <p><i>Efforts to communicate with the business community have been excellent. This standard is being met.</i></p>

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Ohio Superintendent Evaluation System

Performance on Objectives Worksheet 3.2: Formative Assessment & 4.2: Summative Assessment

Superintendent Name: _____
 School District: _____ Academic Year: _____

District Objectives	Evidence of Progress	3.2 Formative Assessment Date: _____		4.2 Summative Assessment Date: _____	
		In Progress	Completed	In Progress	Completed

Board Recommendations/Commendations:

Superintendent's Response:

Board President (or designee): _____ Date: _____
 Superintendent: _____ Date: _____

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Ohio Superintendent Evaluation System

Final Document 4.3: Summative End-of-Year Evaluation

Superintendent Name: _____
 School District: _____ Academic Year: _____

Board Recommendations/Commendations:

I. Job Description:

II. District Objectives:

Board President (or other evaluator): _____ Date: _____
 Superintendent: _____ Date: _____

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Ohio Superintendent Evaluation System

Final Document 4.3: Summative End-of-Year Evaluation

Superintendent Name: Horace Mann
 School District: Anytown Academic Year: 2009-2010

Board Recommendations/Commendations:

I. Job Description:

Mr. Mann has demonstrated, with specific examples, all areas of the standards prescribed in his position description. In the area of "vision, continuous improvement and district work" his work has been both proficient and exemplary. In the area of communication and collaboration the work has been proficient as he continues to grow in developing an understanding of the community. In the area of policies and governance, his work has been exemplary in updating Board policies and managing the daily operations of the district. In the area of instruction his work has been proficient. Continued efforts are to be directed at addressing needs in the area of Special Education as resources permit. In the area of Resource management his work has been exemplary in terms of redirecting resources in reducing the budget and in planning for an upcoming Operating Levy.

[Note the use of "descriptors" that can be used to describe the level of performance: Exemplary, proficient, progressing, or not meeting standards.]

II. District Objectives:

The five objectives the Board identified for the 2009-2010 school year have been completed at an exemplary level. The monitoring process provided timely information of the progress of activities. The evaluation criteria established by the Board to determine an appropriate level of performance to complete the tasks has been met.

Board President (or other evaluator): *Johnathan Dewey* Date: *July 15, 2010*
 Superintendent: Horace Mann Date: July 15, 2010

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