

RESEARCH BASE FOR THE EVALUATION FRAMEWORK, INSTRUMENT, AND PROCESS

[Section 1249b(2)(a)]

The Macomb Model for Superintendent Evaluation is derived from the following research bases:

- DiPaola, M.F. (2010). *Evaluating the Superintendent* (White Paper). American Association of School Administrators.
- Leo, S.F. & Lachlan-Haché, L. (2012). *Creating Summative Educator Effectiveness Scores: Approaches to Combining Measures*. American Institutes for Research.
- *Professional Standards for Educational Leaders*. (2015) National Policy Board for Educational Administration.
- Sanders, N.M. & Kearney, K.M. (Eds.) (2008). *Performance Expectations and Indicators for Education Leaders, an ISLLC-Based Guide to Implementing Leader Standards and a Companion Guide to the Educational Leadership Policy Standards*. (2008). Council of Chief State School Officers; State Consortium on Education Leadership.

The Macomb Model for Superintendent Evaluation is also the result of reviewing administrator evaluation systems in all 50 states, with particular focus on the following evaluation tools:

- Model Superintendents Evaluation, New York State Council of School Superintendents (November 2014);
- Principal Evaluation Process, An Arizona Model for Measuring Educator Effectiveness, Arizona Department of Education in collaboration with the Arizona School Administrators Association (2014-2015);
- Superintendent Evaluation, Connecticut Association of Boards of Education and Connecticut Association of Public School Superintendents (June 2016);
- Superintendent Evaluation, Massachusetts Association of School Committees (September 2012); and
- Superintendent Evaluation, Oregon School Boards Association (June 2014).

IDENTIFICATION AND QUALIFICATIONS OF THE AUTHOR(S)

[Section 1249b(2)(b)]

The Macomb Model for Superintendent Evaluation is the result of Macomb Intermediate School District's knowledge of the needs and practical considerations of a local Michigan school district and Gary J. Collins' range of experience in the field of education law. Educators and experts in several southeastern Michigan school districts provided input for the tool as well. Specific contributors are listed below.

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EVIDENCE OF RELIABILITY, VALIDITY, AND EFFICACY

[Section 1249b(2)(c)]

Reliability: The Macomb Model for Superintendent Evaluation has the following plan for developing evidence of reliability, as permitted by MCL 380.1249b(2)(c).

Test-retest reliability will be used to develop evidence of the tool’s **reliability**, or the degree to which the assessment tool produces stable and consistent results. The Macomb Model for Superintendent Evaluation will use test-retest reliability to measure the degree to which the tool produces stable and consistent results. A sample of school districts will administer the evaluation at two different points in time, 60 days apart. The ratings given by a Board of Education to its Superintendent will be compared to evaluate the assessment for reliability. Additional statistical analysis may be conducted by the Macomb Intermediate School District.

Validity: The foundation of the Macomb Model for Superintendent Evaluation is the Professional Standards for Educational Leaders, formally known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The Professional Standards “communicate expectations . . . about the work, qualities and values of effective educational leaders.” The National Policy Board for Educational Administration, which publishes the Professional Standards, stated in 2015:

The 2015 Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of empirical research . . . and sought the input of researchers and more than 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders, and leadership demands of the future. The National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), and American Association of School Administrators (AASA) were instrumental to this work.

The Professional Standards were reviewed by the authors of the Macomb Model for Superintendent Evaluation and used to develop a local superintendent evaluation tool specific to the needs of Michigan.

Efficacy: The Macomb Model for Superintendent Evaluation was developed to address the needs of local school districts and intermediate schools districts while complying with the requirements of Michigan law. The Macomb Model reflects a true governance model, encouraging Board members to provide input, discuss the Superintendent’s performance, and reach a consensus. While a numerical approach reduces the Superintendent’s evaluation to a

tallying or averaging of the Board members' scores, a consensus-based approach, like the Macomb Model, results in a rating that reflects a unified Board decision.

EVALUATION FRAMEWORK AND RUBRIC

[Section 1249b(2)(d)]

The Macomb Model for Superintendent Evaluation Standard Form and Expanded Form are available at the following links.

Macomb Model for Superintendent Evaluation Standard Form. (Insert Link)

Macomb Model for Superintendent Evaluation Expanded Form. (Insert Link)

DESCRIPTION OF PROCESS FOR CONDUCTING CLASSROOM OBSERVATIONS, COLLECTING EVIDENCE, CONDUCTING EVALUATION CONFERENCES, DEVELOPING PERFORMANCE RATINGS, AND DEVELOPING PERFORMANCE IMPROVEMENT PLANS

[Section 1249b(2)(e)]

The Macomb Model for Superintendent Evaluation provides this information.

Macomb Model for Superintendent Evaluation Standard Form. (Insert Link)

Macomb Model for Superintendent Evaluation Expanded Form. (Insert Link)

DESCRIPTION OF PLAN FOR PROVIDING EVALUATORS AND OBSERVERS WITH TRAINING

[Section 1249b(2)(f)]

The introduction to the Macomb Model for Superintendent Evaluation provides step-by-step instructions for a Board of Education using the tool to evaluate its superintendent. The tool instructs the Board to reach a consensus with respect to each component. The Macomb Model then provides a process to reach a final evaluation rating.

The Macomb Model for Superintendent Evaluation authors are available to conduct live training. This training will include the purpose of the tool and how it should be used to conduct an evaluation of a superintendent. Formal training will include:

- The evaluation process;
- Evidence gathering;
- Review of the six components of the tool;
- Determination of the Superintendent's Student Growth and Assessment Rating; and
- Calculation of the Final Score.