

**COMPONENT 1: VISIONARY LEADERSHIP**

As the District's educational leader, the Superintendent must articulate a strong vision for continuous improvement throughout the School District. This standard evaluates the Superintendent's focus on shaping the District's culture of teaching and learning and setting high expectations for students and staff.

**Performance Indicators:**

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission.
- 1.2 Creates and implements plans to achieve the District's vision and goals.
- 1.3 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1.4 Promotes continuous and sustainable improvement.
- 1.5 Monitors and evaluates progress and revises plans as needed.

Highly Effective	Effective	Minimally Effective	Ineffective
<ul style="list-style-type: none"> <li>▪ Articulates a clear and coherent vision for the District through words and actions.</li> <li>▪ Exhibits the disposition of a learner, practices and applies new learning to further the mission of the District and the vision of the District.</li> <li>▪ Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</li> <li>▪ The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the District.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clearly communicates the District's vision to others in both writing and speech.</li> <li>▪ Works to create alignment within actions, staffing and resources designed to engage stakeholders in the vision.</li> <li>▪ Exhibits the disposition of a learner, practices and applies new learning to further the mission of the District and the vision of the District.</li> <li>▪ The District vision is focused on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ References the District vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</li> <li>▪ Is occasionally engaged in learning and sometimes incorporates new ideas to support the vision.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Little or no evidence exists of a District vision implemented in the work of the District.</li> <li>▪ Actions, staffing and resources have little connection to a vision.</li> <li>▪ It is difficult to know what the District stands for.</li> </ul>

**Component 1 Rating (Circle One):**

**Highly Effective**

**Effective**

**Minimally Effective**

**Ineffective**

**Comments:**

- Continues to encourage "One Armada" bringing four building staffs together focusing on student achievement

- Piloting Summit Program

- Improvement Opportunity: Provide overall picture of how all of the curriculum elements fit together

- Improvement Opportunity: Communicate a five year financial plan to the Board

**COMPONENT 2: POLICY AND GOVERNANCE**

The Superintendent has a critical role in promoting effective shared governance. This standard evaluates the Superintendent's ability to foster a strong partnership with the Board of Education by engaging in effective two-way communication around a set of mutually agreed-upon expectations. It also evaluates the Superintendent's ability to act in accordance with Board Policies, regulations, and the law, and to understand the system of public school governance.

**Performance Indicators:**

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 2.1 Builds trusting, collaborative, and respectful relationships with Board members.
- 2.2 Assists the Board of Education in developing policies and establishes regulations to implement the policies.
- 2.3 Understands the system of public school governance and differentiates between policy-making and administrative roles.
- 2.4 Understands and complies with state and federal laws and mandates, District Policies, collective bargaining agreements, and ethical guidelines.

Highly Effective	Effective	Minimally Effective	Ineffective
<ul style="list-style-type: none"> <li>▪ Develops an exemplary system of policy consideration and revision.</li> <li>▪ The District takes pride in the equitable enforcement of District Policies, particularly Board Policies and Administrative Regulations.</li> <li>▪ Proactively and effectively engages the Board in the work of advancing organizational goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fully engaged in policy work.</li> <li>▪ Appropriately and equitably enforces policies.</li> <li>▪ Demonstrates reasonable value of a healthy working relationship with the Board.</li> <li>▪ Effectively engages the Board in the work of advancing organizational goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engages minimally in policy work.</li> <li>▪ Unevenly or inequitably applies District Policies.</li> <li>▪ Occasionally demonstrates behavior indicating a value of a healthy working relationship with the Board.</li> <li>▪ Sometimes engages the Board in the work of advancing organizational goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not engaged in work related to policies and does not enforce District policies.</li> <li>▪ Behavior indicates a lack of value in a healthy working relationship with the Board.</li> <li>▪ Does not engage the Board in the work of advancing organizational goals.</li> </ul>

**Component 2 Rating (Circle One):**

**Highly Effective**
                         
  **Effective**
                         
  **Minimally Effective**
                         
  **Ineffective**

**Comments:**

- Engaged and instructive in policy discussions
  - Strong Board / Superintendent relationship
  - Improvement Opportunity: Actively implement and enforce the Controversial Subject Policy
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**COMPONENT 3: INSTRUCTIONAL LEADERSHIP**

The Superintendent must articulate a vision of what highly effective instruction looks like and must ensure that the system is aligned to engage every student in great instruction every day. This standard evaluates the Superintendent's skills as the education leader of the District responsible for using best practices to continuously improve and drive the instructional program and to constantly focus the organization on teaching and learning.

**Performance Indicators:**

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 3.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations.
- 3.2 Creates a comprehensive, rigorous and coherent curricular program.
- 3.3 Creates a personalized and motivating learning environment for students.
- 3.4 Develops assessment and accountability systems to monitor student progress and the impact of instruction.
- 3.5 Develops the instructional and leadership capacity of staff.
- 3.6 Establishes an effective professional development system for staff that is aligned with their responsibilities for teaching and learning.
- 3.7 Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in the Superintendent's own practice.

Highly Effective	Effective	Minimally Effective	Ineffective
<ul style="list-style-type: none"> <li>▪ Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.</li> <li>▪ Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.</li> <li>▪ Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the District.</li> <li>▪ Uses data about teaching practice to guide specific improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching.</li> <li>▪ Actively developing the expertise to influence and mobilize action among teachers within the complex culture of the District and wider professional community.</li> <li>▪ Teachers are observed and given face-to-face feedback by an administrator based on the observation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participates in professional development based on feedback and student performance data.</li> <li>▪ Participation in District-led professional development is inconsistent.</li> <li>▪ Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A shared understanding of instruction is not evident in the district.</li> <li>▪ Professional development is infrequent and is not connected to student or staff performance data.</li> <li>▪ A year-long plan for professional development of the District does not exist or is inadequate.</li> <li>▪ There are no or few effective teacher planning teams.</li> <li>▪ There is no consistent system in place for teacher observation and feedback.</li> </ul>

**Component 3 Rating (Circle One):**

Highly Effective

✓ Effective

Minimally Effective

Ineffective

**Comments:**

- Effectively assembled an administration staff that engages in up to date techniques and curriculum

- Effectively provides necessary resources within financial / staffing constraints

- Encourages and supports staff development

- Improvement Opportunity: Needs to be sensitive to changing direction too often

**COMPONENT 4: COMMUNICATION AND COMMUNITY RELATIONS**

The Superintendent is a key voice for the District and sets the stage for open communication by requesting and responding to community feedback. This standard evaluates the Superintendent’s ability to communicate effectively with the broader community, including staff, students, and parents/guardians, and to actively engage the community in productive partnerships. It also focuses on the Superintendent’s advocacy on behalf of the District with other government and community officials.

**Performance Indicators:**

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 4.1 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments).
- 4.2 Collaborates with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.
- 4.3 Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the District.
- 4.4 Understands the role of media in shaping and forming opinions and engages the media to promote the District’s interests.

Highly Effective	Effective	Minimally Effective	Ineffective
<ul style="list-style-type: none"> <li>▪ Communicates key information to stakeholders in an appropriate and timely manner.</li> <li>▪ Alert to potential issues; predicts and shares possibilities with School Board in advance.</li> <li>▪ Constituent groups report a positive relationship with District leadership.</li> <li>▪ Has influence in the District and beyond in supporting student learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keeps staff, students and parents informed on a regular basis.</li> <li>▪ Communication with individuals and groups is seen as clear and effective.</li> <li>▪ The majority of staff and students identify positively with District leadership.</li> <li>▪ Works as a member of a District team to positively influence education decisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advocates for some students and families.</li> <li>▪ Stakeholders frequently feel out-of-the-loop.</li> <li>▪ Many staff members do not feel positive about District leadership.</li> <li>▪ Staff and students do not feel stimulated to do their best work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ineffective in communication with staff, parents and students.</li> <li>▪ Staff and students feel undermined by the lack of leadership in the school.</li> <li>▪ Not aware of the undercurrents with staff or the District environment.</li> </ul>

**Component 4 Rating (Circle One):**

**Highly Effective**

**Effective**

**Minimally Effective**

**Ineffective**

**Comments:**

- Effectively passed the bond proposal

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- Actively creating a relationship with the Armada Fire Department in pursuit of CTE opportunities

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- Very Accessible / Visible at school functions

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- Great communication with students

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- Improvement Opportunity: Ensure follow-up conversations happen with the public when appropriate

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- Improvement Opportunity: Increase focus on "curb appeal" of facilities

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**COMPONENT 5: ORGANIZATIONAL MANAGEMENT**

As Chief Executive Officer, the Superintendent is responsible for the management of the District's resources while providing a successful learning environment for students and a productive workplace for staff. This standard evaluates the Superintendent's success in managing the District's resources in an efficient, effective, and transparent manner that demonstrates prudent fiscal stewardship and an ability to adapt to emerging challenges.

**Performance Indicators:**

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 5.1 Obtains, allocates, aligns, and efficiently uses human, fiscal and technological resources.
- 5.2 Monitors and evaluates the management of operational systems.
- 5.3 Makes sound fiscal decisions, in line with the District's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.
- 5.4 Promotes and protects the welfare and safety of students and staff.

Highly Effective	Effective	Minimally Effective	Ineffective
<ul style="list-style-type: none"> <li>▪ Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning.</li> <li>▪ Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance.</li> <li>▪ Students and staff hold each other accountable for high quality performance.</li> <li>▪ Develops and manages a budget that maximizes the learning goals of the District.</li> <li>▪ Supportive partnerships are developed and managed to enhance learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establishes a clear set of operating procedures for effective operation of the district.</li> <li>▪ Discipline of students is handled fairly and consequences are used to maximize student learning.</li> <li>▪ Students and staff are held accountable for their performance and conduct.</li> <li>▪ The annual budget is adhered to with approved variances.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expectations for staff and students are inconsistent and not well known.</li> <li>▪ The daily operating procedures are occasionally followed but are frequently changed.</li> <li>▪ The budget does not support the District's priorities and budget category limits are not always followed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Management of the operations of the District is poor or non-existent.</li> <li>▪ The District is disorderly, disorganized and there is a feeling that the district is "out-of-control."</li> <li>▪ Budget guidelines are not adhered to and/or the budget is not related to a vision for the District.</li> </ul>

**Component 5 Rating (Circle One):**

✓ **Highly Effective**

**Effective**

**Minimally Effective**

**Ineffective**

**Comments:**

- Increased fund equity above state target two years in a row

- Creating "Fortress Balance Sheet" in preparing for upcoming enrollment cliff

- Effectively manages class size within financial / staffing requirements keeping student / teacher ratio relatively low

**COMPONENT 6: PROFESSIONALISM AND ETHICS**

The Superintendent is held to the highest ethical standards of conduct and is expected to require the same of District staff. This standard evaluates the Superintendent's conduct to ensure that the Superintendent acts professionally and consistently with the core values, tenets, mission and vision of the District and models this conduct for District employees.

**Performance Indicators:**

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 6.1 Ensures a system of accountability for every student's academic and social success.
- 6.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior.
- 6.3 Safeguards the values of democracy, equity and diversity.
- 6.4 Promotes social justice and ensures that individual student needs inform schooling.

Highly Effective	Effective	Minimally Effective	Ineffective
<ul style="list-style-type: none"> <li>▪ Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</li> <li>▪ Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</li> <li>▪ Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</li> <li>▪ Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Treats students and staff fairly and shows respect at all times.</li> <li>▪ Is grounded in shared District values for how to do the work of leadership and learning.</li> <li>▪ Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</li> <li>▪ Demonstrates self-awareness and uses reflection to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Actions and intentions are not always clear and transparent.</li> <li>▪ Fairness to staff and students is frequently raised as an issue.</li> <li>▪ Reflects on practice but does not always implement changes from that learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Actions and intention are not always grounded in shared District values.</li> <li>▪ Has demonstrated inconsistent or unethical behavior and does not always stand by their word.</li> <li>▪ Is not self-aware and does not reflect on their practice.</li> </ul>

**Component 6 Rating (Circle One):**

✓ **Highly Effective**

**Effective**

**Minimally Effective**

**Ineffective**

**Comments:**

- Unquestionable ethics and honesty

- Treats staff and students with respect

- Supports diversity

**COMPONENT 7: STATUTORY FACTORS (OPTIONAL)**

It is the intent of the evaluation tool to cover all major components of a Superintendent's job duties, including the below-listed statutory components. However, each School District varies and it is impossible to anticipate the unique characteristics in each District. This Component gives the Superintendent and Board the opportunity to jointly agree upon other factors to be considered in the Superintendent's evaluation. These factors could include:

- (i) If the school administrator conducts teacher performance evaluations, the school administrator's proficiency in using the evaluation tool for teachers used by the school district, intermediate school district, or public school academy under section 1249. If the school administrator designates another person to conduct teacher performance evaluations, the evaluation of the school administrator on this factor shall be based on the designee's proficiency in using the evaluation tool for teachers used by the school district, intermediate school district, or public school academy under section 1249, with the designee's performance to be counted as if it were the school administrator personally conducting the teacher performance evaluations.
- (ii) The progress made by the school or school district in meeting the goals set forth in the school's school improvement plan or the school district's school improvement plans.
- (iii) Pupil attendance in the school or school district.
- (iv) Student, parent, and teacher feedback, as available, and other information considered pertinent by the superintendent or other school administrator conducting the performance evaluation or the board or board of directors.<sup>1</sup>
- (v) Goal Achievement: Goals should be specific, measurable, attainable, realistic, and timely.

Goal 1	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Goal 2	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Goal 3	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Goal 4	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

**Overall Rating for Component 7 (Circle One):**

**Highly Effective**
**Effective**
**Minimally Effective**
**Ineffective**

**Comments:**

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<sup>1</sup> MCL 380.1249b(1)(d).

**PERFORMANCE EVALUATION TOOL**  
**OVERALL RATING**

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1. Transfer your ratings from the Components to this page.

**Component 1: Visionary Leadership**

Highly Effective                      Effective                      Minimally Effective                      Ineffective

**Component 2: Policy and Governance**

Highly Effective                      Effective                      Minimally Effective                      Ineffective

**Component 3: Instructional Leadership**

Highly Effective                       Effective                      Minimally Effective                      Ineffective

**Component 4: Communication and Community Relations**

Highly Effective                      Effective                      Minimally Effective                      Ineffective

**Component 5: Organizational Management**

Highly Effective                      Effective                      Minimally Effective                      Ineffective

**Component 6: Professionalism and Ethics**

Highly Effective                      Effective                      Minimally Effective                      Ineffective

**Component 7: Statutory Factors (Optional)**

Highly Effective                      Effective                      Minimally Effective                      Ineffective

2. Come to a consensus as a Board with respect to an overall rating on the evaluation tool component.

**Overall Rating on the Performance Evaluation Tool (Circle One):**

Highly Effective                      Effective                      Minimally Effective                      Ineffective

**Comments:**

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## DEVELOPING A FINAL RATING

1. The Superintendent's overall evaluation rating is based on two categories:
  - a. The Superintendent's rating by the Board on the performance evaluation tool; and
  - b. The Superintendent's rating on student growth and assessment.
2. Circle the rating determined by the Board for each of these categories:

**Performance Evaluation Tool:**

Highly Effective                      Effective                      Minimally Effective                      Ineffective

**Student Growth and Assessment:**

Highly Effective                      Effective                      Minimally Effective                      Ineffective

3. The Superintendent's overall evaluation rating is calculated by first converting the performance evaluation tool and student growth and assessment ratings into numerical values. Each rating has the following numerical values:

Rating	Numerical Score
Highly Effective	4
Effective	3
Minimally Effective	2
Ineffective	1

4. The Superintendent's overall evaluation rating is comprised of 75% of the performance evaluation tool rating and 25% of the student growth and assessment rating. Follow the steps to below to determine your Superintendent's final rating:

	Rating (highly effective, effective, minimally effective or ineffective)	Numerical Score (4, 3, 2, or 1 - see table above)	
<b>Performance Evaluation Tool</b>	Highly Effective	4	x 7.5 = <u>30</u>
<b>Student Growth and Assessment</b>	Highly Effective	4	x 2.5 = <u>10</u>
<b>Sum of above two numbers:</b>			<u>40</u>

Find your sum in the range below to determine the Superintendent's overall evaluation rating.

<input checked="" type="checkbox"/> 40-35	34-25	24-15	14-10
Highly Effective	Effective	Minimally Effective	Ineffective

## FINAL OVERALL EVALUATION RATING

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**Overall Evaluation Rating (Circle One):**

**Highly Effective**

**Effective**

**Minimally Effective**

**Ineffective**

The Board, having reached a consensus on an overall evaluation rating at an open or closed meeting (the Board may meet in closed session at the request of the Superintendent), should adopt the overall evaluation rating at an open meeting.

**Board Comments:**

Mike continues to foster a positive culture making Armada Schools a school of choice both for students and staff. The school's financial status remains solid

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