

MONTGOMERY COUNTY BOARD OF EDUCATION
Rockville, Maryland

May 8, 2012

MEMORANDUM

To: Members of the Board of Education
From: Shirley Brandman, President
Subject: Evaluation Tools for the Superintendent and the Board of Education

WHEREAS, The Board of Education desires to undertake an annual self-evaluation to reflect on the efficacy of its governance; and

WHEREAS, The Board of Education desires to have an effective evaluation of the superintendent of schools that takes into account the performance of the entire system, as well as specific goals and objectives that the Board and superintendent have set for the year; and

WHEREAS, The Board of Education and Superintendent held work sessions on January 30, 2012, and February 27, 2012, to discuss the development and purpose of these evaluation tools; and

WHEREAS, The Board president established ad hoc working groups to draft the evaluation tools which are now being presented for review and consideration by the full Board; now therefore be it

Resolved, That the Board of Education adopts the attached Superintendent Evaluation and Board of Education's Self-Evaluation tools as working drafts; and be it further

Resolved, That the Board of Education and Superintendent review both the Superintendent Evaluation and the Board of Education's Self-Evaluation tools after a year to determine whether any modifications need to be made to improve the usefulness of these instruments.

MONTGOMERY COUNTY BOARD OF EDUCATION SUPERINTENDENT EVALUATION

PREAMBLE:

Evaluating the Superintendent of Schools is one of the most important functions of a Board of Education. An effective evaluation is a continual monitoring process that takes into account the performance of the entire system as well as specific goals and objectives that the Board and Superintendent have set for the year. The evaluation:

- Identifies the mutually-agreed upon performance standards, goals and objectives for the Superintendent
- Provides the Superintendent with clear, specific and actionable feedback relative to previously agreed upon performance standards, goals and objectives
- Is based on agreed upon results indicators and commensurate evidence of attainment
- Provides an opportunity for the Board and Superintendent to reflect on and improve their relationship based on shared expectations for student, staff and system performance.

The Montgomery County Board of Education has established seven (7) performance standards to guide the Board of Education in its annual summative evaluation of the Superintendent. The annual summative evaluation reflects the “on-going conversation” between the Board and Superintendent regarding his/her performance and that of the system. The standards are intended to act as a guide for Board members to reflect on the Superintendent’s performance, and as a foundation for the critically important evaluation meetings between the Board and Superintendent.

INSTRUCTIONS FOR COMPLETING THE SUPERINTENDENT’S EVALUATION

Each Board member should complete the evaluation tool with an eye toward providing actionable, constructive feedback that can assist the Superintendent in his/her effort toward continuous improvement. All ratings should be performance based and guided by specific evidence in response to the performance indicators. Evidence offered should be sufficiently detailed to assist the Superintendent and the Board in having a thoughtful conversation about future expectations consistent with advancing the goals and interests of Montgomery County Public Schools.

After completing the evaluation individually, Board members will meet in closed session to discuss their individual input and prepare composite results. It is important that Board members reach consensus and speak with one voice for the final evaluation of the Superintendent. The Board’s evaluation will be presented to the Superintendent and a closed session conversation will be scheduled to review the feedback.

For each of the seven performance standards listed, please provide a rating of either:

1. **IN PROGRESS**—Work performance does not yet meet stated Board expectations. Further development is needed

2. **MEETS EXPECTATIONS**—Work performance consistently fulfills stated Board expectations. Performance is professional and appropriate and work is of high quality in all significant areas of responsibility
3. **EXCEEDS EXPECTATIONS**—Work performance consistently exceeds stated Board expectations. Performance is exceptional and work noticeably exceeds expectations in all areas of responsibility

followed by specific evidence or reasons to support your rating.

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STANDARD 1: LEADERSHIP AND DISTRICT CULTURE

As the district’s educational leader, the Superintendent must articulate a strong vision for continuous improvement throughout the system—from the Board room to the classroom. This standard evaluates the Superintendent’s focus on shaping a district culture of teaching and learning that strives for equity and excellence and that sets high expectations for all students and staff.

Performance Indicators:

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

- 1.1 Facilitates the consistent implementation of a shared vision and shared core values
- 1.2 Promotes a community of adult learners so that all MCPS employees are empowered to reach high levels of performance
- 1.3 Promotes and expects collaborative effort throughout the system focused on equity and excellence
- 1.4 Implements and oversees a continuous improvement process that includes professional learning opportunities for all staff

Summary Rating — Standard 1:

- 1. IN PROGRESS
- 2. MEETS EXPECTATIONS
- 3. EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating:

STANDARD 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 Board and Superintendent partnership by engaging in effective two-way communication around a set of mutually agreed upon expectations. It also evaluates the Superintendent’s ability to support well-informed strategic planning and decision-making grounded in Board policy.

Performance Indicators:

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

- 2.1 Works to establish and promote effective shared governance with the Board
- 2.2 Develops Superintendent/Board interpersonal and working relationships to facilitate communication and understand mutual expectations
- 2.3 Organizes the district’s work to further the explicit policy goals set out by the Board
- 2.4 Ensures alignment between policy, regulation and legal considerations in making recommendations for action to the Board

Summary Rating — Standard 2:

- 1. IN PROGRESS
- 2. MEETS EXPECTATIONS
- 3. EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating:

STANDARD 3: COMMUNICATIONS AND COMMUNITY ENGAGEMENT

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, 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.)

- 3.1 Actively reaches out to all sections of our diverse community in the interest of our schools through the use of multiple and varied techniques that forge connections with citizens and promote awareness about our school system
- 3.2 Demonstrates effective communication skills (written and oral, formal and informal settings, large and small groups and one-on-one environments) in engaging with the community
- 3.3 Seeks out and develops relationships with federal, state and local elected officials and actively forges partnerships with the business and non-profit communities, as well as with pre-school and higher education partners
- 3.4 Understands the role of existing and emerging media in shaping and forming opinions and engages media to promote the districts’ interests

Summary Rating — Standard 3:

- 1. IN PROGRESS
- 2. MEETS EXPECTATIONS
- 3. EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating:

STANDARD 4: ORGANIZATIONAL MANAGEMENT

As Chief Executive Officer, the Superintendent is responsible for effectively and efficiently managing the district’s resources to ensure the best alignment with the system’s priorities in order to achieve excellent results, while providing a safe and secure environment for staff and students. This standard evaluates the Superintendent’s success in efficiently and effectively administering the district’s resources in a transparent manner that demonstrates careful fiscal stewardship, agility in response to emerging challenges and that achieves performance excellence.

Performance Indicators:

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

- 4.1 Demonstrates effective budget management and sound fiscal practices designed to maximize efficient use of available resources in support of a robust instructional program
- 4.2 Develops and monitors long-range planning for district infrastructure in anticipation of current and future resource needs, while providing a safe and secure environment for staff and students
- 4.3 Articulates a plan for optimal utilization of technology and information resources to support instruction and professional development
- 4.4 Strives to continuously improve the flow of relevant information to ensure that the organization is poised to make well-reasoned decisions regarding resource allocation

Summary Rating — Standard 4:

- 1. IN PROGRESS
- 2. MEETS EXPECTATIONS
- 3. EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating:

STANDARD 5: 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 in thinking about the standard.)

- 5.1 Ensure that the most effective research-based teaching practices are in place and that curriculum, instruction and assessment are aligned to maximize student achievement
- 5.2 Aligns system resources to ensure that the needs of the whole child are addressed in order for all students to be engaged in learning and to attain 21st century college and career readiness
- 5.3 Ensures continuous improvement efforts to reduce variability in outcomes and practice
- 5.4 Employs effective methods for monitoring, evaluating and reporting student achievement and uses sound research to improve learning outcomes

Summary Rating — Standard 5:

- 1. IN PROGRESS
- 2. MEETS EXPECTATIONS
- 3. EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating:

STANDARD 6: TALENT MANAGEMENT

This standard evaluates the Superintendent's ability to oversee a comprehensive talent management program designed to achieve defined district goals. The Superintendent is expected to promote an atmosphere of collaboration, respect and trust, and to model professional working relationships valuing input and feedback. Where appropriate, the Superintendent is expected to negotiate through interest-based bargaining. The Superintendent is expected to engage in proactive succession planning to ensure future district viability.

Performance Indicators:

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

- 6.1 Establishes and implements appropriate policies, criteria and processes for the recruitment, selection, compensation and separation of personnel with particular attention to recruiting, hiring and nurturing a diverse and effective work force
- 6.2 Establishes effective methods for delivering professional development throughout the district to ensure staff effectiveness
- 6.3 Establishes clear pathways for professional growth and promotion that ensure equitable opportunities for all staff
- 6.4 Provides direction in collective bargaining, acting as a resource during interest-based bargaining

Summary Rating — Standard 6:

- 1. IN PROGRESS
- 2. MEETS EXPECTATIONS
- 3. EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating:

STANDARD 7: VALUES AND ETHICS OF LEADERSHIP

The Superintendent is expected to hold himself/herself to the highest ethical standards of conduct and to require the same for all members of his/her administration and staff throughout the district. This standard evaluates the Superintendent's conduct to ensure that he/she acts professionally and consistently with the core values, tenets, mission and vision of the district and models this conduct for all MCPS employees.

Performance Indicators:

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

7.1 Manifests a professional and ethical code of conduct and demonstrates personal integrity

7.2 Holds him/herself to high moral and ethical standards in all interactions

7.3 Explores and develops ways to find common ground in dealing with difficult and divisive issues

7.4 Promotes the establishment of ethical practices throughout the district—from the Board room to the classroom

Summary Rating — Standard 7:

- 1. IN PROGRESS
- 2. MEETS EXPECTATIONS
- 3. EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating:

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MONTGOMERY COUNTY BOARD OF EDUCATION SELF-EVALUATION

PREAMBLE

An essential purpose of a board of education is to ensure that the school system it governs makes continuous progress toward improving student achievement. By undertaking an annual self-evaluation, this Board seeks to reflect on the efficacy of its governance: how effectively are we, as a Board, fostering and sustaining the conditions needed for Montgomery County Public Schools to educate all students to high levels through high quality instruction?

The powers and duties of the Montgomery County Board of Education are defined in the *Education Article of the Annotated Code of Maryland* and Title 13A of the *Code of Maryland Regulations*. The Board's primary responsibilities also are aligned to support the school system's strategic plan, *Our Call to Action: Pursuit of Excellence*. State law sets forth that power belongs not to individual members of a Board of Education, but to the Board of Education itself.

The Board's annual self-evaluation affirms the separation of roles and responsibilities of the Board and the Superintendent; allows the Board to hold itself accountable along with the Superintendent for district wide progress on established goals and priorities; and allows the Board to reflect on its work to ensure alignment with the strategic plan. At the very core of all of this work, as individuals and as a team, the Board is driven by its commitment to equity, excellence, and to maximizing success for every child.

INSTRUCTIONS FOR COMPLETING THE SELF-EVALUATION

This self-evaluation comprises seven performance criteria, as well as several performance indicators that Board members may reflect upon while considering the ratings for the performance criteria. The expectation is that in completing this self-evaluation tool, each Board member will reflect upon the work of the Board, as a whole, and how his/her individual actions contribute to the efficient and effective operation of the entire Board. The ratings, which will be for the performance criteria only, should be based on, and guided by, specific evidence. The evidence offered should assist the Board in having a thoughtful conversation about future expectations and continuous improvement for the operation of the Board that will serve to advance the goals and interests of Montgomery County Public Schools.

After completing the evaluation individually, all Board members will submit their results to be compiled into a draft composite. Then, Board members will meet to discuss the draft composite and reach consensus on a self-evaluation that reflects the work of the Board and identifies next steps to support continuous improvement.

For each of the seven performance criteria listed, please provide a rating of either:

1. **IN PROGRESS**—Work performance does not yet meet stated Board expectations. Further development is needed
2. **MEETS EXPECTATIONS**—Work performance consistently fulfills stated Board expectations. Performance is professional and appropriate and work is of high quality in all significant areas of responsibility
3. **EXCEEDS EXPECTATIONS**—Work performance consistently exceeds stated Board expectations. Performance is exceptional and work noticeably exceeds expectations in all areas of responsibility

followed by specific evidence or reasons to support your rating of the performance criteria.

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A. ESTABLISH/PROMULGATE DISTRICT VISION AND VALUES

Performance criteria:

Rating: _____

1. We have formally adopted a mission, vision, and a set of core values for the school system that guide us in our work on behalf of children, including strategic planning, budget decisions, and policy matters.
2. We annually revisit our mission, vision, and core values to ensure constancy of purpose and to reaffirm our values with the community.
3. Our mission, vision and core values are the focus of reflection and deliberation as we strive for continuous improvement in our governance.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I participate fully in the annual review of our strategic plan, including the mission, vision, core values, and guiding tenets.
2. My decision-making is aligned with the district’s vision, mission, core values, and system goals.
3. I regularly reflect on the Board’s mission, vision and core values as I go about my work.

Summary Rating — Performance Criteria A:

- 1 IN PROGRESS
- 2 MEETS EXPECTATIONS
- 3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria A:

B. DEVELOP AND PROMULGATE RELEVANT GOVERNING POLICIES

Performance criteria:

Rating: _____

1. Our Board operates as a policy-making body using our written policies as the framework for our decision making concerning the instructional and business operations of the school district.
2. We develop Board policies that give the administration sufficient authority and latitude to manage the day-to-day instructional and business operations of the school system.
3. Our policies reflect our core commitment to equity, excellence, and a culture of respect, as well as promote the highest expectations for our diverse student body and workforce.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I am knowledgeable about the Board’s policies and use Board policy as a basis for decision making.
2. I recognize and respect the prerogative and authority of the Superintendent and administrative staff to implement the Board’s policies.
3. In adopting new or reviewing existing Board policies, I look to ensure that they are consistent with our mission, vision and core values.

Summary Rating — Performance Criteria B:

- 1 IN PROGRESS
- 2 MEETS EXPECTATIONS
- 3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria B:

C. MONITOR EXPECTED STUDENT ACHIEVEMENT RESULTS

Performance criteria:

Rating: _____

1. We collaborate with the Superintendent to regularly monitor a mutually agreed upon set of meaningful indicators that are aligned with the strategic plan and that assess achievement and engagement for all students.
2. We monitor the effectiveness of our instructional programs by measuring student achievement against state and local standards and other pertinent data with particular attention to progress toward closing achievement gaps among all racial and ethnic groups, and meeting the educational needs of students in special populations.
3. We use our student achievement data to make decisions and establish district priorities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I am actively engaged in working with the Superintendent to develop appropriate performance indicators that align with the school system’s strategic plan.
2. I carefully review student achievement data presented by staff and use it as a basis for setting Board policy and budget priorities.
3. Improving achievement for all students drives my educational decision-making.

Summary Rating — Performance Criteria C:

- 1 IN PROGRESS
- 2 MEETS EXPECTATIONS
- 3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria C:

D. RESPONSIBLE MANAGEMENT OF RESOURCES

Performance criteria:

Rating: _____

1. We regularly appraise the educational and administrative management of the school system to ensure that resource allocations and decisions support the strategic priorities of the school system.
2. Our fiscal and resource management is transparent to the community and provides assurance that dollars and resources are aligned and deployed to reflect the district’s priorities as outlined in the strategic plan.
3. We regularly monitor financial data to ensure meaningful accountability and communicate to the community that educational dollars are spent in the most efficient and effective manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I understand the relationship between our budgets and our system’s core values, and I advocate for our students’ and schools’ needs.
2. I carefully review all system resource audits and other financial data in order to better discharge my fiduciary obligations.
3. I understand and actively participate in our district’s budgeting process.

Summary Rating — Performance Criteria D:

- 1 IN PROGRESS
- 2 MEETS EXPECTATIONS
- 3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria D:

E. COMMUNITY ENGAGEMENT AND COMMUNICATION

Performance criteria:

Rating: _____

1. We communicate clearly and regularly with a broad base of internal and external stakeholders about the Board’s work and to share our vision, mission and core values.
2. We employ multiple strategies for reaching out to the community in an effort to directly engage in two-way communication and dialogue with diverse populations to solicit their input on relevant decisions and to ensure that their perspectives inform our priorities.
3. We are strategic in our advocacy to help mobilize and sustain community support for school system progress and work with elected officials to promote our needs.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I promote the interests of the system within the community and with elected officials, including through the promotion of our legislative agenda.
2. I listen to, and carefully consider, broad-based community input while exercising my statutory decision-making authority.
3. I participate actively in the Board’s outreach efforts, including public forums, hearings, and cluster visits.

Summary Rating — Performance Criteria E:

- 1 IN PROGRESS
- 2 MEETS EXPECTATIONS
- 3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria E:

F. BOARD OPERATIONS

Performance criteria:

Rating: _____

1. Our agendas and work sessions are aligned with our core values, and we have effective and efficient processes for doing Board work to ensure that Board member time is spent in furtherance of our vision and values.
2. We are as attentive to how we reach conclusions as to what is decided with respect to both our policy work and our quasi-judicial actions, and we execute our responsibilities in keeping with the highest ethical standards.
3. We are using effective strategies for working productively with each other and with the Superintendent , and honor the differences between and among acting/speaking as a whole Board and as individual Board members.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I regularly engage in continuous improvement and professional development activities related to Board work and make every effort to attend all meetings having done my homework and prepared to contribute in a positive manner.
2. I maintain the confidentiality of Board proceedings and adhere to ethical standards in my role.
3. I am a productive member of the team, work well with my colleagues, and work within the parameters of my authority as a Board member.

Summary Rating — Performance Criteria F:

- 1 IN PROGRESS
- 2 MEETS EXPECTATIONS
- 3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria F:

G. BUILDING AND SUSTAINING AN EFFECTIVE RELATIONSHIP WITH THE SUPERINTENDENT

Performance criteria:

Rating: _____

1. We work to build and sustain an effective working relationship with the Superintendent by engaging in two-way communication that articulates expectations on shared governance as well as performance goals for the system.
2. We respect the management responsibilities and administrative prerogatives of the Superintendent and work collaboratively with the Superintendent in a spirit of mutual trust and confidence.
3. We maintain open lines of communication by conducting regular dialogue on progress towards district goals and objectives, student achievement, and community/school issues and concerns.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the performance criteria.)

1. I respect the management and administrative responsibilities of the Superintendent and work to ensure that the Board has conveyed clear expectations for his/her performance.
2. I communicate with the Superintendent when I have concerns involving the school district and work collaboratively on resolving problems.
3. I participate fully in the Superintendent evaluation process working collaboratively with fellow Board members and approaching the task of evaluation fairly and diligently.

Summary Rating — Performance Criteria G:

- 1 IN PROGRESS
- 2 MEETS EXPECTATIONS
- 3 EXCEEDS EXPECTATIONS

Specific evidence or reasons to support your rating of Performance Criteria G:
