



# **Superintendent Evaluation: How to Make it Work for You**

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The information provided in this presentation is for informational purposes only and is not intended as legal advice. Please consult with your district legal counsel for direct legal assistance.



Why is Superintendent  
Evaluation so Important?





# How important is it?

- Superintendent = chief executive officer
- Evaluation of superintendent one of board's most important responsibilities
- If done correctly, can drive school improvement

# A high quality evaluation process will...


- ❑ Develop positive board/superintendent relationship
- ❑ Clarify roles and responsibilities
- ❑ Create common understanding about direction of district
- ❑ Satisfy public's desire for accountability



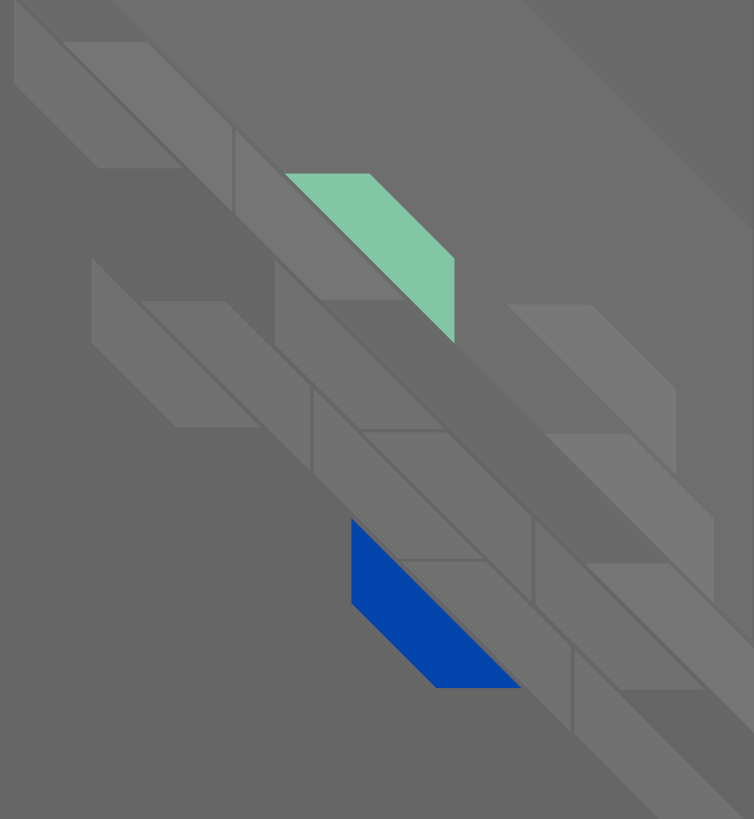


## Please Keep in Mind...

- Most effective when designed and used to improve existing performance and communicate future expectations
- Not only for punitive reasons or reviewing past performance

- Allows you to follow school district progress
  - Learn about superintendent's ongoing professional development
  - Provide input, feedback and support
  - Create environment of trust and collaboration
  - Provide oversight and assurance that vision, policies and procedures are being followed
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# How to Evaluate Objectively and Fairly?







# Use effective tools and procedures

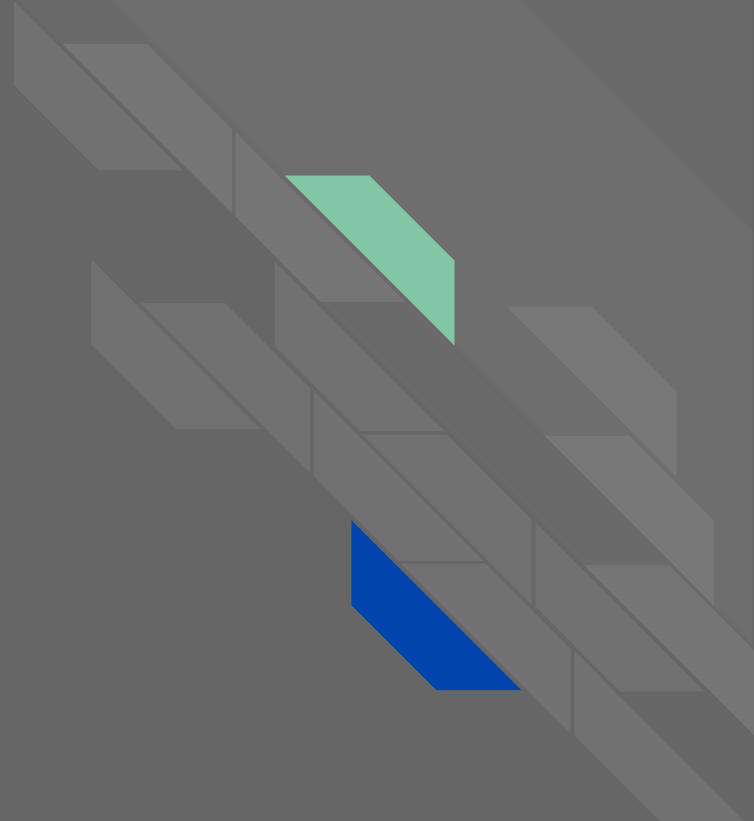
- Documentation
  - Mutually agreeable supporting evidence
  - Use existing reports and documentation
- Criteria and rating
  - Mutually agreeable
  - Understandable, realistic and measurable



# Use effective tools and procedures

- Written comments
  - Offer specific constructive praise and criticism regardless of rating
  - Allow for continued improvement regardless of rating
- Evaluation conferences
  - Face-to-face meetings (Board President)
  - Establish goals and evaluation instrument and criteria

How to make it work  
for you...






# How to Make it Work for You.....

- Develop an evaluation timeline
- Create or review superintendent job description
- Review superintendent's contract
- Goal-based evaluation
- Superintendent self-evaluation
- Evaluation Instrument
- Board policy (CAAB)

# Develop Evaluation Timeline

## ❑ **NDCC 15.1-14-03**

- ❑ Basic requirements for superintendent evaluation
    - ❑ On or before November 15th (formative)
    - ❑ On or before March 15th (summative)
  - ❑ Evaluation of superintendent is ongoing - helpful to develop timeline
  - ❑ 12-month timeline (CAAB-E5)
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# Suggested Evaluation Timeline

- **Summer/Early Fall:**

- Review job description and evaluation instrument
- Identify appropriate evaluation documentation and data to be used to measure performance
- Create measurable goals in line with district's goals

- **Late Fall/Winter:**

- Superintendent may complete self-evaluation and provides mid-year progress reports on goals
- Each board member completes formative evaluation form
- board president creates summary document and meets with superintendent to preliminarily discuss
- Board meets to finalize and approve evaluation before November 15th
- Give final copy to superintendent and place in file

# Suggested Evaluation Timeline

- **Late Winter/Spring:**
  - Each board member complete summative evaluation form and give to board president
  - Board president creates summative evaluation summary form
  - Board president meets with superintendent to discuss
  - Board meets to finalize and complete summative evaluation
  - Provide copy of final evaluation to superintendent and place copy in personnel file
- **Late Spring/Early summary:**
  - Start process over again!

# Create/Review Superintendent Job Description

- Clearly defined job description will ensure common understanding
- NDCC 15.1-14-01 lists duties of superintendent
- Be re-visited frequently (at least every evaluation cycle)
- Consistent with school board expectations
- NDSBA sample job description





# Goals-Based Evaluation: Do's and Don'ts

## DO

- Collaborate on process, timeline and expectations
- Approve one final evaluation form by board
- Develop effective process so that superintendent and board are on same page
- Provide agreed-upon ratings, written feedback, and recommendations for improvement
- Allow sufficient time to permit board to discuss evaluation and for superintendent to provide input
- Be guided by policies

## DON'T

- Expect board or superintendent to handle evaluation process alone
- Provide separate evaluations from each board member
- Include individual board member feedback in final form
- Appoint committee to handle evaluation
- Provide ratings only and no feedback or commentary
- Conduct one-way evaluation



# Establishing Goals

- Board and superintendent should establish:
  - ◆ At least two, but not more than three, school district goals
  - ◆ At least one, but not more than two, superintendent professional development goals
- Student improvement should direct goal-setting
- Measurable over 12-month evaluation period
- When possible, board and superintendent should mutually agree on progress indicators and evidence to be used

# Creating Evaluation Instrument

**Figure 1: Superintendent Standards, American Association of School Administrators**

<i>AASA Standard</i>	<i>Key Descriptors</i>
<b>Standard 1:</b> <i>Leadership and District Culture</i>	Vision, academic rigor, excellence, empowerment, problem solving
<b>Standard 2:</b> <i>Policy and Governance</i>	Policy formulation, democratic processes, regulations
<b>Standard 3:</b> <i>Communications and Community Relations</i>	Internal and external communications, community support, consensus building
<b>Standard 4:</b> <i>Organizational Management</i>	Data-driven decision making, problem solving, operations management and reporting
<b>Standard 5:</b> <i>Curriculum Planning and Development</i>	Curriculum planning, instructional design, human growth and development
<b>Standard 6:</b> <i>Instructional Management</i>	Student achievement, classroom management, instructional technology
<b>Standard 7:</b> <i>Human Resources Management</i>	Personnel induction, development, evaluation, compensation, organizational health
<b>Standard 8:</b> <i>Values and Ethics of Leadership</i>	Multicultural and ethnic understanding, personal integrity and ethics



# Rating Scale

## 4 - Exemplary Professional

**Performance:** performance by the superintendent that continually has an impact on students, staff and programs in the school district in a positive manner. For performance to be rated at this level it must **consistently exceed the expectations** set forth in the performance standards and the board should cite specific examples in a narrative format (i.e., the board should describe specific behaviors on the part of the superintendent that illustrate the high rating).

## 3 - Professional Performance:

performance that **consistently meets expectations** resulting in quality work in the accomplishment of the job performance standards identified for the superintendent. **This is the acceptable performance level that is expected.**



# Rating Scale

## 2 - Performance Requires

**Improvement:** performance that does not meet standards and requires a program of improvement and/or remediation to produce desired results (i.e., to meet criteria). The board should cite specific evidence in a narrative format (i.e., the board should describe examples of specific behaviors on the part of the superintendent that illustrate the deficiency).

## 1 - Performance Is Unsatisfactory:

unacceptable performance that requires significant improvement to justify continued employment. The board should cite specific evidence in a narrative format (i.e., the board should describe examples of specific behaviors on the part of the superintendent that illustrate the deficiency).

## 0 - Cannot Judge:

the board does not have enough information to rate performance on an identified standard.



Questions?