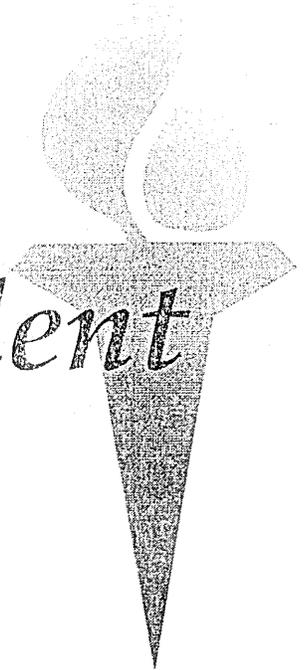


Superintendent Evaluation Workbook



A Guide for School Boards



Date Adopted:

Legal Reference:

Cross Reference:



Dear school board member:

Congratulations! By opening this workbook, you're taking the most important job you face very seriously – evaluating your superintendent.

The information, research, tips and worksheets you'll find here represent a wealth of experience compiled by our Leadership Services experts that not only makes your job *easier*, but insures your schools have the qualified, progressive leadership they *deserve*.

This guide will also help you establish and strengthen the various roles and responsibilities within the superintendent-board team.

OSBA's Superintendent Evaluation program and workbook give you the tools to create and maintain a solid leadership team that focuses on student achievement. With increased accountability for student achievement and community involvement, this job is more important than ever. OSBA's approach targets increased student achievement.

We are as close as your phone and our Web site at www.osba.org.

Kevin McCann
OSBA Executive Director

Banks School District 13

Code: **CBG-AR**
Adopted: 4/11/05 (1st reading)

Superintendent Evaluation Workbook



A Guide for School Boards



OREGON
SCHOOL
BOARDS
ASSOCIATION



Dear school board member:

Congratulations! By opening this workbook, you're taking the most important job you face very seriously – evaluating your superintendent.

The information, research, tips and worksheets you'll find here represent a wealth of experience compiled by our Leadership Services experts that not only makes your job *easier*, but insures your schools have the qualified, progressive leadership they *deserve*.

This guide will also help you establish and strengthen the various roles and responsibilities within the superintendent-board team.

OSBA's Superintendent Evaluation program and workbook give you the tools to create and maintain a solid leadership team that focuses on student achievement. With increased accountability for student achievement and community involvement, this job is more important than ever. OSBA's approach targets increased student achievement.

We are as close as your phone and our Web site at www.osba.org.

Kevin McCann
OSBA Executive Director



Superintendent Evaluation Workbook

Contents

Overview

Timeline

Part 1: Performance Standards

Individual Forms

Performance Standards Summary Forms

Part 2: Goals

Individual Forms

Goals Summary Forms

Part 3: 360 Degree Evaluation

Sample Board Policies

Sample Narrative Summary

Sample Goal Setting Worksheet

Revised
February 2005



OREGON
SCHOOL
BOARDS
ASSOCIATION

1201 Court St. NE, Suite 400, Salem, OR 97301

P.O. Box 1068, Salem, OR 97308

800-578-6722 / 503-588-2800

FAX 503-588-2813

www.osba.org



OSBA Superintendent Evaluation

Selecting and evaluating the superintendent is one of the school board's most important jobs. A high quality superintendent evaluation process helps develop good board/superintendent relationships, provides clarity of roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability.

The evaluation process involves the four core board governing roles:

- Vision: Goal setting.
- Structure: Developing a clear written evaluation plan and timeline.
- Accountability: Measuring the superintendent's performance.
- Advocacy: Communication of goals and progress among the board, superintendent and community.

Performance evaluations are most effective when they are designed and used for communicating future expectations, not simply for reviewing past performance. As many superintendents know, if you don't know what the board expects, it is difficult, if not impossible, to meet those expectations. On the other hand, if the board fails to monitor progress towards its goals it will not know when they have been successfully completed.

Most boards find themselves asking questions such as:

- What should we evaluate?
- How can we do it objectively and fairly?
- When should the superintendent's evaluation take place?

OSBA has developed an evaluation process and three part evaluation tool that can help answer these questions and serve as the foundation upon which school boards can build their own evaluation process and documents.

What should we evaluate?

The superintendency is a professional position equivalent to the Chief Executive Officer in the private sector. As such, the superintendent is charged with leading and administering the organization according to the policies adopted by the school board. The purpose of evaluating the superintendent is not to micro-manage the organization, but to provide oversight and public assurance that the policies are being effectively implemented. Another critical purpose is to provide input and feedback to the superintendent in order for continuous performance improvement to occur.



The evaluation process is also used to make critical decisions about contract extensions and non-extensions, as well as terminations if necessary. The evaluation process keeps school boards informed about district activities and progress being made toward goals. The superintendent can use the feedback to engage in personal professional development. A quality superintendent evaluation process is a win-win situation for the board, the superintendent and the community. So where do we begin?

The Three-Part Tool

OSBA has developed a three-part evaluation tool. Part 1 is based on Performance Standards established jointly by the American Association of School Administrators and the National School Boards Association. Part 2 evaluates progress towards the Goals established by the board and superintendent at the beginning of the evaluation cycle. Parts 1 and 2 are designed to be filled out by individual board members. The individual board member responses are compiled by a designated board member into a summary form and a consensus report is prepared by the board for discussion with the superintendent. The superintendent may also fill out these parts as a self-evaluation and a basis for discussion with the board. Part 3 consists of a 360 Degree Evaluation of the superintendent by members of the community and staff. It is designed to be used by the superintendent to receive feedback leading to professional development and an understanding of staff and community concerns that might not otherwise surface in parts 1 or 2. Parts 1 and 2 are administered, compiled, and reported by the board. Part 3 is administered, compiled, and reported by the superintendent.

Part 1: Performance Standards

Professional standards for the superintendency have been established by the American Association of School Administrators (AASA) jointly with NSBA. Eight standards have been developed which describe the fundamental job requirements that superintendents must address. OSBA has developed an additional standard that enhances the other eight. These standards serve as the foundation of the performance standards section of the OSBA Superintendent Evaluation Form.

For each professional standard, AASA has identified suggested performance indicators which describe evidence of attainment of the standard. OSBA has included many of the AASA indicators, in addition to others, in the evaluation form so that boards will have some basis from which to make judgments about the superintendent's performance. These performance indicators focus primarily on personal characteristics and management style of the superintendent.



Part 2: Superintendent's Goals

Each year the board and superintendent team should meet to develop a clear set of goals for the organization for the coming year. The board's role is to set these "ends", results which clarify the board's expectations of "what" the board expects to be achieved. The superintendent then prepares an action plan defining the "means" to be used to achieve the goals. These goals, and the action plans, serve as a basis for Part 2 of the evaluation process.

Part 3: 360-Degree Evaluation

While the first two sections of the evaluation process focus on objective measures of performance, the third section allows a superintendent to request more subjective information from those he or she works with directly.

360-degree evaluation should only be used if the superintendent chooses to use it for feedback. The individuals selected to give the feedback and the questions asked should be selected by the superintendent, or jointly by the superintendent and board. The superintendent compiles that information to share with the board at the performance review.

360-degree evaluation allows feedback from observers outside the Board/Superintendent leadership team such as staff, parents and community which may not be directly addressed by the objective parts 1 and 2 of the evaluation document.

Compiling Results

The board should designate one of its members to compile the individual board responses to parts 1 and 2 on the summary forms provided by OSBA. The board meets to discuss the results and agree on a consensus evaluation which will be presented in the meeting with the superintendent. The individual responses in parts 1 and 2 are worksheets only. It is important that the members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The superintendent works for the board as a whole, not individual board members. Individual member evaluation responses can be confusing particularly when they are in opposition to each other. The board must make every effort to speak with a single voice in setting expectations and assessing success.

The Superintendent may choose to fill out parts 1 and 2, and whether to use the 360-degree evaluation as a self assessment to be presented to the board as a part of the evaluation process. The superintendent administers the 360-degree evaluation, selecting the questions and participants and compiling the results as well as presenting them to the board. In order to be useful the 360-degree survey should be

given to a statistically significant number of randomly chosen members of each identified group (teachers, parents, administrators, community, etc.). This process, or any variation on it, needs to be agreed to by all parties at the beginning of the year.

Each of the Parts 1, 2 and 3 are independent from the others and may be used separately or in combination.

How can we do it objectively and fairly?

It is the responsibility of the school board to evaluate the performance of the superintendent. No process or form is completely objective. There will always be some subjectivity and judgment on the board's part, but remember board members are elected to make those judgments. The OSBA Superintendent Evaluation Form for evaluation of Performance Standards (Part 1) and Goals (Part 2) are designed to reduce subjectivity and increase the objectivity. Fair application of the evaluation process is best determined through collaboration and agreement by the board and superintendent about what, how and when the superintendent evaluation will be conducted. The 360-degree evaluation (Part 3) allows the superintendent to receive additional input from select individuals at the superintendent's discretion, in what may be a more subjective manner.

Documentation

The OSBA Superintendent Evaluation Form is more than a checklist. It requires the objective consideration of evidence or documentation of the degree to which each standard has been met. This can be provided verbally, as written lists or as specific documents. Some boards and superintendents may wish to use a portfolio approach. Part 1 of the form includes a list of performance indicators for each standard. Board members do not rate each indicator, but rather consider them in determining the overall rating for that performance standard.

Performance Ratings

A wide variety of scoring scales can be used with this evaluation form. The scale that appears on the form is the common numerical scale which corresponds to the familiar letter grades.

Written Comments

Written comments always help clarify the evaluation. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final summary evaluation form.

Public Meeting Law

A governing body such as a school board, ESD board or community college board may hold an "executive session" to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an "open session" ORS 192.660(2)(i). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of





an agency goal or give directives to personnel about agency goals. ORS 192.660(8). The governing body must give advance warning of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in an open session or executive session.

The former requirement that the “standards, criteria and policy directives to be used in evaluating the chief executive officer” must be adopted in a public meeting in which there was an opportunity for public comment was eliminated by the 2003 Legislature.

The Attorney General’s Public Records and Meetings Manual 2003 on p. 134 states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy and, therefore, discloseable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA recommends that a narrative summary of the performance evaluation be released to the public with the consent of the superintendent after the evaluation is complete.

Evaluation Conferences

Face-to-face conversations between the board and superintendent are essential to an effective process. Meetings should occur to establish the superintendent’s goals, the evaluation document and process to be used, the documentation of the superintendent’s performance and a summative evaluation conference. It is recommended that the Superintendent fill out a self-evaluation of parts 1 and 2. When the board meets to discuss the results of its evaluation, it should hear the superintendent’s report of his or her self-evaluation, as well as the 360 degree evaluation report.

When should the superintendent’s evaluation take place?

Pre-Evaluation

Prior to the beginning of the new school year, goals and expectations for the superintendent should be mutually established with the board. Often these goals are established during a planning retreat or work session during the summer. Agreement on the form, process and timeline should also be in place.

Contract Extension Review

By March 15 superintendents must be notified about extension or non-extension of their current contract. Other timelines may also exist within the superintendent’s contract itself. In order to make these decisions, a performance review should take place prior to these deadlines so that the board can make informed judgments about continuation of employment.



End Results

The end result of the review should include steps for professional development for the superintendent and a plan for informing the community about the results of the evaluation and status of the district's goals.

School-Year Review

Prior to the beginning of the next school year the board and administration should meet to begin the next cycle of goal setting and evaluation. This timeline allows the superintendent time to plan for the ensuing year. The goals should be publicized to keep the district informed.

Communication with the Community

The superintendent evaluation process provides the board with an opportunity to communicate with the community the status of the school district's progress. A narrative report summarizing the board's conclusions should be prepared by the board from the worksheet data after the evaluation is complete.



Superintendent Evaluation Timeline

<i>Timeline</i>	<i>Action</i>
July-August	<ol style="list-style-type: none">1. Superintendent and board clarify vision, mission, and update long-range plans for the district.2. Board and superintendent review superintendent job description and evaluation process, forms and timelines to be used to measure performance for the next year.3. Superintendent and board set goals for the upcoming year.
January	<ol style="list-style-type: none">4. Superintendent makes interim progress report to the board on district goals.
February	<ol style="list-style-type: none">5. Superintendent decides to use the 360 degree evaluation, prepares questions, selects individuals to participate, distributes the forms, collects and collates the results to be shared with the board.6. Board members complete Parts 1 and 2 of the Superintendent evaluation form and send them to the designated board member to be compiled.7. Board members meet to discuss their evaluations and develop the board's official written evaluation document(s) that will be shared with the superintendent.8. Superintendent completes a self-assessment of the evaluation forms parts 1 and 2.
By March 15	<ol style="list-style-type: none">9. Board and Superintendent meet to discuss and clarify the results of the evaluation documents. Changes to the evaluation may be made as a result of the discussions. Evaluation meetings may be held in Executive Session. ORS 192.660(2)(i)10. A copy of the final written evaluation form is placed in the superintendent's personnel folder.
As soon as evaluation is complete.	<ol style="list-style-type: none">11. The results of the evaluation and progress on District goals are shared with the community12. Return to the beginning of the cycle.



Superintendent Evaluation Forms

Part 1: Performance Standards

Part 1. Performance Standards

Instructions

1. Attached are the forms to be completed by each individual board member rating each of the nine Performance Standards. A separate page is provided for each Performance Standard. Each board member should rate all nine of the Performance Standards.
2. Each Performance Standard has performance indicators listed below it. These performance indicators suggest objective measures to consider when choosing the overall level selected for that Performance Standard. Do not rate each performance indicator separately. The only rating is for the overall Performance Standard.
3. Comments supporting your rating will be helpful in providing back-up during the board discussion to prepare a summary evaluation form.
4. The individual board member's forms should be returned to the board chair or designated board member for compilation..
5. The designated board member or chair will compile the results onto a preliminary summary evaluation form. The board will meet to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual board members evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.



Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences.

Performance Indicators:

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

- 1.1 Facilitate a community process to develop and implement a shared vision that focuses on improving student achievement.
- 1.2 Promote academic rigor that focuses on learning and excellence for schools
- 1.3 Create and support a community of learners that empowers others to reach high levels of performance to achieve the school's vision
- 1.4 Model learning for staff and students
- 1.5 Promote understanding and celebrating school/community cultures
- 1.6 Promote and expect a school based climate of tolerance, acceptance and civility
- 1.7 Develop, implement, promote and monitor continuous improvement processes

The Superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

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

- 4.1 Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring
- 4.2 Develop and monitor long range plans for school and district technology and information systems making informed decisions about computer hardware and software and staff development and training needs
- 4.3 Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs, including bond issues
- 4.4 Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The Superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Standard 5: CURRICULUM PLANNING DEVELOPMENT

This standard tests the superintendent's skills in keeping current with the latest designs in curriculum, teaching, learning and testing theories. It requires the superintendent to recommend the use of electronics and other learning technologies as required.

Performance Indicators:

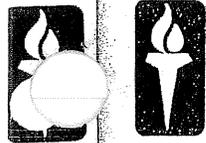
(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 5.1 Develop core curriculum design and delivery system based on content and assessment standards and best practices
- 5.2 Establish curriculum planning to anticipate occupational trends and school-to-career needs
- 5.3 Use child development and learning theories and the process to create developmentally appropriate curriculum and instruction
- 5.4 Include the use of computers, the Internet, networking, distance learning and other technologies in educational programming
- 5.5 Assess student progress using a variety of appropriate techniques
- 5.6 Involve faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment

The Superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Standard 6: INSTRUCTIONAL LEADERSHIP

Since Standard #5 addresses what is to be taught, then this standard emphasizes how it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also centers on applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

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

- 6.1 Collaboratively develop, implement and monitor change process to improve student and adult learning
- 6.2 Implement appropriate safety and security practices in schools
- 6.3 Formulate plan to assess appropriate teaching methods, classroom management and strategies for all learners
- 6.4 Analyze available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes
- 6.5 Establish instructional strategies that include cultural diversity and differences in learning styles
- 6.6 Apply effective methods of providing, monitoring, evaluating and reporting student achievement and using good research and assessments to improve the learning process
- 6.7 Encourage various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes

The Superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Standard 7: HUMAN RESOURCES MANAGEMENT

This performance standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

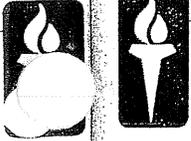
(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 7.1 Demonstrate use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development
- 7.2 Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity

The Superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Standard 8: VALUES AND ETHICS OF LEADERSHIP

This stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

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

- 8.1 Exhibit multi-cultural and ethnic understanding and sensitivity
- 8.2 Describe role of schooling in a democratic society
- 8.3 Manifest a professional code of ethics and demonstrate personal integrity
- 8.4 Model accepted moral and ethical standards in all interactions
- 8.5 Explore and develop ways to find common ground in dealing with difficult and divisive issues
- 8.6 Promote the value that morale and ethical practices are established and practiced in every classroom, every school, and throughout the district

The Superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Superintendent Evaluation Forms

Summary Ratings of Board

Part 1: Performance Standards

This section is to be used by the designated board member to compile the results of all of the individual board members.

Instructions

This summary section is to be used by the designated board member to compile the results of the individual board member responses. The board members should meet in executive session to discuss the composite results. The completed summary sheets should be distributed at the executive session. If the summary sheets, in draft or final form, are distributed outside of executive session they become public information. Once board members have met and agreed on the rating levels and comments to be presented to the superintendent this same form, removing the column titled "number of board members marking each rating", can be used as the final evaluation document for Part 1. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Goal Statement 1:

The Superintendent's performance rating is:

(circle one rating only for each goal)

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Goal Statement 2:

The Superintendent's performance rating is:

(circle one rating only for each goal)

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Goal Statement 3:

The Superintendent's performance rating is:

(circle one rating only for each goal)

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Goal Statement 4:

The Superintendent's performance rating is:

(circle one rating only for each goal)

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Goal Statement 5:

The Superintendent's performance rating is:

(circle one rating only for each goal)

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Superintendent Evaluation Forms

Summary – Goals

Part 2: Goals

Instructions

This summary section is to be used by the designated board member to compile the results of the individual board member responses. Board members should meet in executive session to discuss the composite results. The completed summary sheets should be distributed at the executive session. If the summary sheets, in draft or final form, are distributed outside of executive session they become public information. Once board members have met and agreed on the rating levels and comments to be presented to the superintendent, the summary form, removing the column titled "number of board members marking each rating", can be used as the final evaluation document for part 2. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Summary Part 1: Performance Standards

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but the community as a whole including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

Summary Rating — Standard 3:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:



Summary Part 1: Performance Standards

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Summary Rating — Standard 4:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:



Superintendent Evaluation Summary

Ratings of Board – Part 1: Performance Standards

This section is to be used by the designated board member to compile the results of all of the individual board members.

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences.

Summary Rating — Standard 1:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:



Summary Part 1: Performance Standards

Standard 2: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

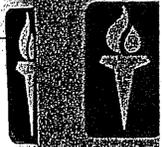
Summary Rating — Standard 2:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:

Summary Part 1: Performance Standards



Standard 5: CURRICULUM PLANNING DEVELOPMENT

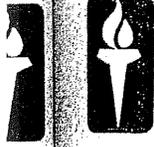
This standard tests the superintendent's skills in keeping current with the latest designs in curriculum, teaching, learning and testing theories. It requires the superintendent to recommend the use of electronics and other learning technologies as required.

Summary Rating — Standard 5:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments: _____



Summary Part 1: Performance Standards

Standard 6: INSTRUCTIONAL LEADERSHIP

Since Standard #5 addresses what is to be taught, then this standard emphasizes how it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also centers on applying research and best practices with respect to diversity sensitivities.

Summary Rating — Standard 6:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:

Summary Part 1: Performance Standards

Standard 7: HUMAN RESOURCES MANAGEMENT

This performance standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Summary Rating — Standard 7:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:



Summary Part 1: Performance Standards

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Summary Rating — Standard 8:

(number of board members marking each rating)

4 Outstanding	_____
3 Excellent	_____
2 Good	_____
1 Needs Improvement	_____
0 Unacceptable	_____

Comments:



Summary Part 1: Performance Standards

Standard 9: LABOR RELATIONS

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, and/or to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Summary Rating — Standard 9:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:



Superintendent Evaluation Forms

Part 2: Goals

Part 2: Goals

Part of the superintendent's job is to guide the school district toward successful completion of district goals as adopted by the board of directors and to report progress toward goal attainment on a regular, prescribed periodic basis.

Instructions

1. Attached are the forms to be completed by each individual board member rating performance of the superintendent on meeting the goals agreed to by the superintendent and the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before they are distributed.
2. Each board member should mark the performance rating level for each goal.
3. Comments supporting the rating will be helpful in providing feedback during the board discussion to prepare a summary evaluation form.
4. The individual board member forms should be returned to the board chair or designated board member for completion.
5. The designated board member or chair will compile the results onto a preliminary summary evaluation form. The board will meet in executive session to discuss the results and prepare a summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual board members evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.



Superintendent Evaluation Forms

Summary – Goals

Part 2: Goals

Instructions

This summary section is to be used by the designated board member to compile the results of the individual board member responses. Board members should meet in executive session to discuss the composite results. The completed summary sheets should be distributed at the executive session. If the summary sheets, in draft or final form, are distributed outside of executive session they become public information. Once board members have met and agreed on the rating levels and comments to be presented to the superintendent, the summary form, removing the column titled "number of board members marking each rating", can be used as the final evaluation document for part 2. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.



Superintendent Evaluation Summary

Ratings of Board – Part 2: Goals

This section is to be used by the designated board member to compile the results of all of the individual board members.

Goal 1:

Summary Rating – Goal 1:

(number of board members marking each rating)

4 Outstanding	_____
3 Excellent	_____
2 Good	_____
1 Needs Improvement	_____
0 Unacceptable	_____

Comments:



Summary Part 2: Goals

Goal 2:

Summary Rating – Goal 2:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:



Summary Part 2: Goals

Goal 3:

Summary Rating — Goal 3:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:



Summary Part 2: Goals

Goal 4:

Summary Rating — Goal 4:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:



Summary Part 2: Goals

Goal 5:

Summary Rating – Goal 5:

(number of board members marking each rating)

- | | |
|---------------------|-------|
| 4 Outstanding | _____ |
| 3 Excellent | _____ |
| 2 Good | _____ |
| 1 Needs Improvement | _____ |
| 0 Unacceptable | _____ |

Comments:



Superintendent Evaluation

Part 3: 360-Degree Evaluation

Instructions for Board and Superintendent

The 360-degree evaluation is a superintendent-led part of the evaluation process asking constituents for input leading to appropriate professional development and changes in interpersonal and administrative methods. The questions should be designed by the superintendent and the responses collated and summarized by the superintendent. The purpose of the 360-degree evaluation is to give the superintendent information he/she might not otherwise receive from the objective parts 1 and 2 rated by board members.

Suggested evaluators include: School board members, teachers, administrators, parents, support staff, other community members with whom the superintendent regularly interacts. Use of multiple evaluators reflects the collective wisdom of all groups who work for or with the superintendent. The evaluation provides a variety of stakeholders an opportunity to voice their understanding of how the top educational leader is performing.

Steps for the Superintendent:

Step 1: Identify and define the questions to be asked of evaluators or the goals/competencies to be evaluated.

Suggested questions:

1. Goal __ for the superintendent and district is: (fill in goal). How has the superintendent done in leading the school district toward reaching this goal?
2. What is working well with regards to the superintendent's role in our district? Please list specific examples.
3. What areas offer room for improvement? Please list specific examples.
4. Has the superintendent effectively communicated with members of the community this year?
5. Are community expectations of the superintendent being met?

Step 2: Select the evaluation respondents. The evaluators should represent a variety of backgrounds in all constituent groups: Administrators, teachers, staff members, school board members, parents and community members. The number of respondents should be high enough to give a fair representation of all groups. Responses should be anonymous.

Continued



Step 3: Distribute the 360-degree survey to the respondents with instructions and a date for return of the materials.

Step 4: Analyze the data from the respondents and create the final report to be shared by the superintendent with the school board.

Step 5: Develop an action plan to improve on successes and address concerns raised from the 360-degree survey responses.



Superintendent Evaluation Forms

Part 3: 360-Degree Evaluation

You have been selected to participate in a "360-Degree Evaluation " of the Superintendent of Schools. This evaluation will be read and tabulated by the superintendent to assist him/her in assessing their own performance, areas of strengths and weakness, and topics for professional development. The questions, and the individuals participating in the evaluation were also selected by the superintendent.

Please provide a rating AND a written narrative in response to each question.

Question 1:

The Superintendent's performance with regards to this question is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Written narrative:

Superintendent Evaluation Forms
Part 3: 360-Degree Evaluation



Please provide a rating AND a written narrative in response to each question.

Question 2:

The Superintendent's performance with regards to this question is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Written narrative:



Superintendent Evaluation Forms

Part 3: 360-Degree Evaluation

Please provide a rating AND a written narrative in response to each question.

Question 3:

The Superintendent's performance with regards to this question is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Written narrative:



Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but the community as a whole including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

Performance Indicators:

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

- 3.1 Develop formal and informal techniques to gain external perceptions of district
- 3.2 Demonstrate effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments)
- 3.3 Promote involvement of all stakeholders to fully participate in the process of schooling
- 3.4 Establish effective school/community relations, school/business partnerships and public service
- 3.5 Understand the role of media in shaping and forming opinions as well as how to work with the media

The Superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:



Standard 2: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

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

- 2.1 Understand and articulate the system of public school governance and differentiate between policy making and administrative roles
- 2.2 Establish procedures for superintendent/board interpersonal and working relationships
- 2.3 Understand and interpret the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools
- 2.4 Use legal counsel in governance and procedures to avoid civil and criminal liabilities

The Superintendent's performance for this standard is:

- 0 UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:
