THE SUPERINTENDENT EVALUATION

WHAT'S IN YOUR PROCESS?

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Superintendent Evaluations – Options and process

Dear School Board Members,

One of the single most important tasks you have as a board and a board member, other than hiring your superintendent, is implementing and conducting an effective evaluation of the person in that position. The superintendent is your educational leader and expert. They are the person responsible for implementing the vision for education your community has provided the school board to pursue. They apply and oversee the adherence to board policy.   They work to fulfill your board goals for improving student and school success. It is the board's responsibility to provide accountability and ensure effective communication with your one direct employee.

The following information is intended to begin a constructive discussion regarding both the superintendent evaluation tool and the process for evaluation. The emerging trend across the country is to use a process and tool that affords the board and the superintendent to focus on not only the mechanics of running a school district but also the superintendent's progress towards implementing the board's goals and vision for the district. These new suggested processes provide for:

- Increased board and superintendent communication
- Reinforcement of roles and responsibilities
- Demonstration of progress towards accomplishment of board goals by provided evidence
- Greater transparency with the public and staff

At AASB, we have advocated for a superintendent evaluation tool that uses more contemporary and relevant metrics that provide a link to student achievement and district progress. The evaluation provides an opportunity for more constructive conversation and feedback between the superintendent and the board.

We currently have one new performance-based evaluation tool available for districts to use and modify as needed. Districts are encouraged to adapt the domains to fit their unique needs.

Superintendent Evaluation

What is your Process?

Questions to Consider

1. Why is the superintendent evaluation important? Is it necessary?

2. Does Alaska law require the evaluation? (*no, but it is best practice!*)

3. When does your board complete your superintendent evaluation? Start? End?

4. What is your current process? What does it include?

5. How do you feel about the process and tool you use?

    a. Effective?

    b. Useful?

    c. Provides an excellent opportunity for communication between the board & superintendent?

    d. What are your metrics? Are they relevant?

6. Is the superintendent evaluation a process that must be completely open to the public? *<No, it is a personnel matter, and the evaluation, notes, etc. are not part of the public record 4AAC 19.040>*

7. How do other stakeholders participate or should they? Pros? Cons?

Comparison of superintendent evaluation tools

Traditional

- Numeric scoring scale

- Only happens at one time during the year and that is all

- Not usually tied to the strategic plan, board goals or sometimes even student achievement

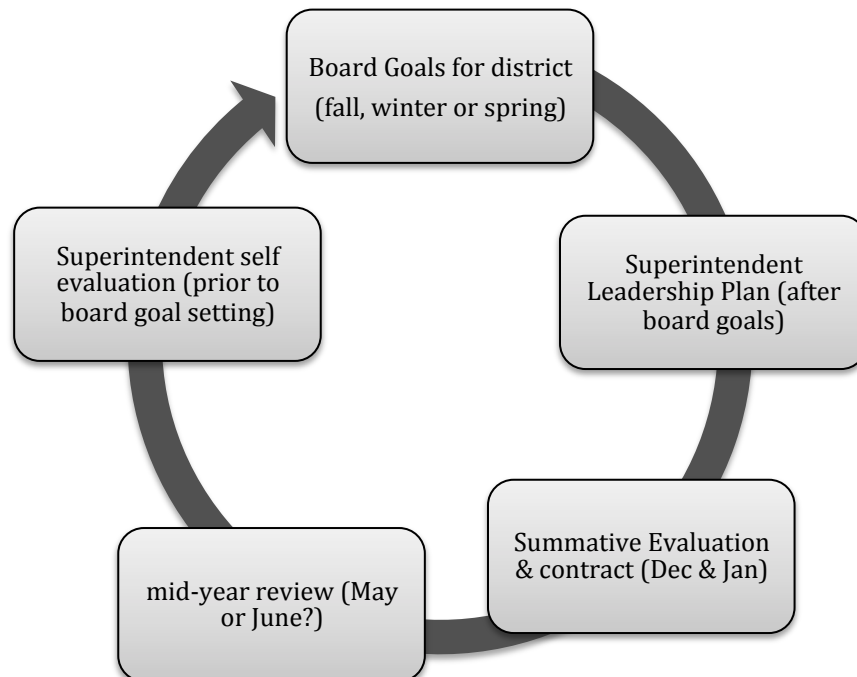- Limited opportunity for communication and often just one-way

Contemporary – Performance Based

- A year-long process? Multiple opportunities to communicate

    o **SLP** (Superintendent Leadership Plan) – initial self-reflection and initial board assessment

    o **SLP** meeting (board & superintendent meet to agree on SLP)

    o Superintendent documents and gathers evidence of accomplishing the **SLP**

    o Summative evaluation by the board - final

- New metrics (standards-based) & non-numerical scoring (example: Exemplary, Accomplished, Developing, Growth required)

    o Strategic plan

    o Board goals

    o Board relationship, roles, and work

    o Measures of student success

    o Staff success and Professional Development

    o Budgeting and fiscal skills

    o Communications

    o Community relations and engagement

    o Educational leadership

    o Visionary Leadership

Superintendent Evaluation Process (suggested)

Major elements to consider for a more comprehensive evaluation procedure:

- **Board Goals for the District** (superintendent goals) - board & superintendent collaborate on developing both a ***strategic plan*** (long-range plan) and yearly ***board goals*** for the district. (Fall, winter or spring)

- **Superintendent Leadership Plan (SLP) -** Using the district strategic plan and the annual board goals, the superintendent develops a ***Superintendent Leadership Plan (SLP)*** and submits it to the board (Upon completion of the board selecting new annual board goals)

- **Superintendent self-evaluation** - The superintendent submits a ***self-evaluation*** based on the previous year's ***SLP***. The self-evaluation requires the use of evidence to support the claim of progress or attainment of goals and objectives. May also include 360-review of staff and stakeholders.

- **Summative evaluation** - The board completes a ***summative evaluation*** of the superintendent's performance before January 31. (Evaluation tool distributed in December, evaluation completed by the end of January)

- **Mid-point review** - The board and superintendent meet at some ***mid-point*** several months after summative evaluation (May or June) to go through a mid-year review of progress towards completing the new ***SLP***.

Board Goals for district
(fall, winter or spring)

Superintendent
Leadership Plan (after
board goals)

Summative Evaluation
& contract (Dec & Jan)

mid-year review (May
or June?)

Superintendent self
evaluation (prior to
board goal setting)

Other board considerations:

- Consider developing a policy that specifies a calendar and method to be used for the superintendent evaluation.

- Consider having the superintendent conduct an anonymous 360-review regarding the superintendent's performance and district progress on the strategic plan and student achievement. The superintendent provides the results as part of their self-evaluation information. (we recommend doing this cautiously and working with the superintendent, so this does not become a short-cut to the board)

- The board may wish to hire a third-party facilitator to ensure the evaluation is completed in a timely and regular manner.

Superintendent Summative Evaluation Protocol Example:

Superintendent self-evaluation
- Approximately one month prior to the board beginning the superintendent evaluation process, ask the superintendent to provide the board with a self-evaluation that presents to the board what the superintendent has accomplished with regard to the **board goals and priorities**, the **strategic plan implementation** and all other aspects of the position. There may also be elements from the previous years' evaluation concerning items in need of improvement.

- If the board and superintendent agree, the summary results of an anonymous 360-review from staff and stakeholders. (Proceed cautiously, this can be used as a short cut to the board for complaints.)

Board completes superintendent evaluation tool
- The board individually receives and reviews the superintendent's self-evaluation

- Using the superintendent self-evaluation each board member completes the district's superintendent evaluation tool and sends it to the board chair (or evaluation committee) for compilation.

- The board chair (or committee) compiles all scores and comments into a single, anonymous document and sends that to the superintendent at least 2 days prior to the executive session meeting with the board.

Preparation for the executive session meeting
- Board chair prepares the compiled summative evaluation for distribution at the meeting

- The board chair distributes any "plan of improvement" that may have resulted from the previous years' evaluation so board members are aware of what requested previously.

- The board chair distributes a copy of the current superintendent contract to all board members to review and consider prior to the executive session

- The district makes properly makes public notice that the board will meet in executive session to complete the superintendent evaluation and (may) discuss the contract.

Executive session
- The board moves to go into executive session to complete the superintendent evaluation and to discuss the superintendent contract

- The board generally meets on its own without the superintendent present to discuss the compiled evaluation results and to develop a list of concerns, criticisms, plan of improvement or recognition of achievements. The board should look at the strategic plan and current board goals to provide context.

- The board reviews the existing superintendent contract and discusses options for modification and/or extension of the contract.

- The board invites the superintendent into the executive session meeting to go over the evaluation results.

- The board may wish to require a plan of improvement and or professional development that will be a part of the superintendent's evaluation.

- The board discusses and may negotiate the proposed contract details with the superintendent. This is often a negotiation that may require additional time for the superintendent to review. Additional meetings may be required. It is best if there is general agreement on the contract before moving back to the regular meeting to vote.

Back to regular meeting for action
- The board comes out of executive session and back into regular session

- Options:
  - The board chair announces that the board has completed the superintendent evaluation as satisfactory or unsatisfactory. The chair may let the public know that in the case of either result that a plan of improvement may have been constructed. The key idea is to make the public aware of the evaluation without disclosing confidential information.
  - The may board votes to recognize the evaluation as satisfactory or unsatisfactory

- A motion is made and seconded regarding the amended/extended contract and the board votes in public. It is good practice if all agree but it is not required.

- If the contract is not extended the board may want to make a statement regarding its next step – promote from within, hire an interim, conduct a search.

(Your) School District

Performance Based

Superintendent Summative Annual Evaluation

Date _____

The performance evaluation is an effective tool to ensure the superintendent

will meet the school board's expectations. Fundamental fairness demands that the superintendent

understand the expectations of the board and receive feedback regarding how he/she is performing.

Recommended by:
Association of Alaska School Boards

The Superintendent Evaluation Process

The annual superintendent evaluation is an essential tool used to ensure a communication link between the responsibility of the school board and its one direct employee, the superintendent. The annual summative evaluation is designed to evaluate the progress and leadership of the superintendent with regard to the board's vision and goals each year. The following list provides the board with a step-by-step checklist:

- **All board members** will participate in the evaluation process.

- The board will execute the evaluation process utilizing:

    1. the board adopted evaluation instrument,

    2. the superintendent job description,

    3. the superintendent contract; and,

    4. superintendent/district performance goals.

- The board will periodically review, amend and **adopt** a **job description** and the **evaluation instrument** for the superintendent, aligning the evaluation instrument with the job duties.

- The board will adopt a **timeline** for conducting the superintendent evaluation.

- The superintendent will complete a **self-evaluation** and provide a copy of his/her completed evaluation to the board president.

- The board president will distribute the superintendent's self-evaluation, evaluation instrument, job description, contract, and goals to all board members. Prior to the evaluation meeting, all board members will complete the evaluation instrument and return to the board president by the stated deadline so he/she may compile the results.

Completing this Evaluation

- For each of the five standards to be assessed, review each **performance indicator** and check the appropriate level of progress.

- To the right of each performance indicator is space for a specific **comment** that may pertain to that item.

- At the end of each **"Standard"** section, there is an opportunity to determine whether or not the standard has been met by looking at how many performance indicators **have been met or exceeded**. In addition there is additional room for more comments. Comments are a crucially important feedback mechanism that can add crucial context to a rating and are strongly encouraged.

- Upon completion of this evaluation, email or return the printed document to the **board chair** by (date) _____ for compilation of all board member responses prior to the "in-person" evaluation meeting.

Standard #1: Visionary Leadership

The superintendent promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Performance Indicators	Rating	Comments to support rating:
1.1 The superintendent designs or articulates, and supports a collaborative process for developing, reviewing, and implementing a shared vision and mission for the district (a **district strategic plan**).	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
1.2 The superintendent formulates plans, initiatives, and strategies to support and enable the administrators and staff to implement the **board goals** for the district and attain sustainable district improvement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
1.3 The superintendent identifies and communicates **objectives and strategies** to promote the success of every student by utilizing data and other relevant district criteria to assess the **district's organizational effectiveness.**	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
1.4 The superintendent will establish an **evaluation process to monitor** and assess the effectiveness of **district plans** and programs for increasing student achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:

1.5	The superintendent defines and implements a **timeline and benchmarks** to report progress of district goals in a timely and continuous manner.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:

The superintendent met or exceeded standard No. 1: _____ Yes   _____ No

Comments:

Standard #2: Educational Leadership

The superintendent promotes the success of every student by advocating and sustaining a school climate and instructional program conducive to student learning and staff professional growth.

Performance Indicators	Rating	Comments to support rating:
2.1 The superintendent **works collaboratively** with the board, administrators, and staff to achieve the **vision, mission, and goals** of the district.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
2.2 The superintendent leads efforts to **improve district instruction** and improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
2.3 The superintendent develops, supports, and monitors a **professional development plan** to sustain improved district instruction and learning.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
2.4 The superintendent utilizes data to analyze **district curriculum, instruction, technology,** and improved learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:

2.5	The superintendent develops and supports **district-wide programs** to meet the **diverse learning needs** and interests of students and staff.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
2.6	The superintendent ensures that **curriculum and instruction are aligned** with adopted district standards including culturally responsive standards.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
2.7	The superintendent continually **evaluates district progress** based on a variety of assessment data including formative and summative assessments.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
2.8	The superintendent provides the board of education **continuous, relevant, and timely data/progress reports** to validate progress of the vision and goals of the district.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:

The superintendent met or exceeded Standard No. 2: _____ Yes   _____ No

Comments:

Standard #3: Policy Leadership
The superintendent promotes the success of every student by ensuring sound management of the district operations and resources for a safe, efficient, and effective learning environment.

Performance Indicators	Rating	Comments to support rating:
3.1 The superintendent works collaboratively with the board to **develop, review, and update district policies and procedures** to sustain efficient and effective operations and use of resources for improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
3.2 The superintendent implements and manages **short and long range (strategic) plans** including the needs of district facilities and staff and the financial resources to support improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
3.3 The superintendent works collaboratively with the board to **develop, manage, and monitor a district budget** designed to ensure appropriate acquisition and allocation of resources to support improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
3.4 The superintendent collaboratively involves the **board and district staff in a decision-making process** to support improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:

3.5	The superintendent collaboratively works with the board and staff to **design a district calendar** to support and protect instructional time and professional development for improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Me	Comments:
3.6	The superintendent **consistently, fairly, and ethically follows policies, laws, and regulations** enacted by local, state, and federal authorities for improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
3.7	The superintendent ensures the **district complies with local, state, and federal policies, laws, and regulations** applicable to the district budget and management for improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:

The superintendent met or exceeded Standard No. 3: _____ Yes   _____ No

Comments:

Standard #4: Communication Leadership

The superintendent promotes the success of every student by collaborating with staff and stakeholders, responding to diverse community interests and needs, and mobilizing community resources.

Performance Indicators	Rating	Comments to support rating:
4.1 The superintendent establishes and maintains a **working relationship** with the **community and stakeholders** to support improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
4.2 The superintendent ensures the district provides a **full and equitable educational program, curriculum, and extra-curricular opportunities** that support the diverse needs, interests, and abilities for improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
4.3 The superintendent as leader of the district **models and fosters a climate of open and continuous communication** with the board, administration, staff, students, and stakeholders.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
4.4 The superintendent **engages staff and students in regular monthly board meetings** to promote and communicate student learning and achievement success.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:

4.5	The superintendent ensures a **system of accountability** for every student's academic success.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
4.6	The superintendent **models principles of transparency and accountability** to the board, staff, students, and stakeholders.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:

The superintendent met or exceeded Standard No. 4: _____ Yes   _____ No

Comments:

Standard #5: Board/Superintendent Relations

The superintendent in collaboration with the Board of Education promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural diversities of the district in support of improved student learning and achievement.

Performance Indicators	Rating	Comments to support rating:
5.1 The superintendent advocates for district policies and programs that **promote equitable learning opportunities** and success for all students and staff.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
5.2 The superintendent **communicates policies, laws, and regulations and procedures** to all stakeholders.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
5.3 The superintendent monitors and identifies **emerging trends and issues** that may impact the district and improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:
5.4 The superintendent **adapts leadership strategies and practices** to support improved student learning and achievement.	□ Exceeded □ Met □ Progressing □ Not Met	Comments:

The superintendent met or exceeded Standard No. 5: _____ Yes   _____ No

Comments:

Nome School District

Performance Based

Superintendent Summative Annual Evaluation

Date _____

Revised 08/08/18

Standard #1: Visionary Leadership (November)

The superintendent promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Comments to support rating:				
□ Not Used (0)	□ Beginning (1)	□ Developing (2)	Applying (3)	□ Innovating (4)

Standard #2: Educational Leadership (November)

The superintendent promotes the success of every student by advocating and sustaining a school climate and instructional program conducive to student learning and staff professional growth.

Comments to support rating:				
□ Not Used (0)	□ Beginning (1)	□ Developing (2)	Applying (3)	□ Innovating (4)

Standard #3: Policy Leadership (November)

The superintendent promotes the success of every student by ensuring sound management of the district operations and resources for a safe, efficient, and effective learning environment.

Comments to support rating:				
□ Not Used (0)	□ Beginning (1)	□ Developing (2)	Applying (3)	□ Innovating (4)

Standard #4: Communication Leadership (January)

The superintendent promotes the success of every student by collaborating with staff and stakeholders, responding to diverse community interests and needs, and mobilizing community resources.

Comments to support rating:				
□ Not Used (0)	□ Beginning (1)	□ Developing (2)	Applying (3)	□ Innovating (4)

Standard #5: Board/Superintendent Relations (January)

The superintendent promotes student success by actively developing a positive and productive board and superintendent relationship based on openness, transparency, diversity of ideas and trust.

Comments to support rating:				
□ Not Used (0)	□ Beginning (1)	□ Developing (2)	Applying (3)	□ Innovating (4)

Standard #6: Cultural Standards (January)

The superintendent supports the School Board to provide guidance and oversight to insure that district policies and practices nurture the cultural well-being of the students and reflect the long-term interests of the communities being served by implementing the Alaska Standards for Culturally Responsive Schools.

The superintendent supports teachers to incorporate the Alaska Standards for Culturally Responsive Educators. Culturally relevant professional learning opportunities will be explored and resources made available to staff.

The superintendent supports principals to provide a learning environment that reinforces the cultural well-being of the students in their care in a manner consistent with school board policy.

The superintendent aligns subject matter with the Alaska Standards for Culturally Responsive Schools and develops curriculum models that are based on the local cultural and environmental experiences of the students.

The superintendent participates in community events and activities, including two-way dialogue with local tribal and municipal government meetings to acquire insights and relationships needed to develop student engagement and discipline practices in the schools and district.

Rating	Comments to support rating:
Innovating (4) □ Applying (3) □ Developing (2) □ Beginning (1) □ Not Used (0)	