
Part VI:
Sample Procedures for Superintendent
Evaluation

Procedures for Evaluation of the Superintendent

Evaluation is essential to and an integral part of a systematic approach to management. It is also a necessary element to a program of planned improvement.

The school board recognizes this need. Consequently, as part of the evaluation procedures for the operation of the school district, it has established the requirement of evaluation at least annually as a condition of its contract with the superintendent.

Basic Principles

It is the intent of the school board that the evaluation procedure will enable the superintendent to:

1. Understand with increasing accuracy the scope of his/her duties and responsibilities.
2. Establish long- and short-term goals.
3. Place priorities on tasks which are most critical in the performance of duties and responsibilities.
4. Clarify relationships with those he/she directs and supervises and with those who direct and supervise him/her.
5. Improve his/her own day-to-day operational efficiency, enhance self-image and increase job satisfaction.
6. Understand better how he/she is doing from the point of view of those to whom he/she looks to for advice, counsel and guidance.
7. Receive suggestions and direction regarding desired improvement.
8. Receive commendation and esteem for accomplishments.

Elements of the System

1. Definition of the functions to be performed—

This shall be accomplished through a formally adopted job description, which is updated annually.

2. Periodic review of established objectives—
This shall be accomplished at joint meetings of the school board and the superintendent.

3. Periodic appraisal of performance—

The appraisal shall be based on a review of:

- The established criteria for measurement.
- The established procedures to accomplish objectives.
- The documented results.

4. Setting new objectives—

- Established objectives shall be within the framework of board policy and constraints and existing contracts with bargaining units.
- The availability of needed resources, existing constraints; such as, budget, personnel and contract conditions and other factors which have an affect on the accomplishment of objectives shall be identified and taken into account in establishing objectives.

- Provisions shall be made for help and assistance in areas recognized as needing improvement.

at the bottom of each page to allow for written comments.

- Formal Appraisal

Guidelines to Govern Evaluation

The school board shall meet with the superintendent in executive sessions during the months listed below for the stated reasons:

September

- Review of the superintendent's job description and revision if warranted.
- Establish objectives to be accomplished during the current fiscal year.

January

- Receive written interim progress report related to objectives.
- Receive established objectives if warranted.
- Conduct Informal appraisal.

June

- Receive of written final reports of the year's efforts related to established objectives for the year. The reports shall include, but not be limited to the following:
 1. The approved plan for the period covered.
 2. Written reports which indicate:
 - 2.1 The extent to which goals and objectives have been accomplished.
 - 2.2 Documentation to support accomplishments.
 - 2.3 Rationale to explain lack of accomplishment if such is the case and corrective actions indicated.
 3. The report shall be organized so that the approved objectives and the accomplishments related to the approved objective are on facing pages with adequate space

Other Times

- If other executive sessions related to planning, progress, evaluation or other related needs are desired, they shall be scheduled in addition to the meetings listed above at the request of a member of the school board or the superintendent. Such requests shall be made to the president of the board, who shall have the responsibility for establishing the meeting date.
- At such sessions amendments to the approved plan may be made if deemed advisable.

Performance Appraisal

Prior to the meetings scheduled for the purpose of informal and formal appraisals, each board member shall:

- Review the job description of the superintendent of schools.
- Review the written reports submitted by the superintendent.
- Prepare a tentative evaluation report covering the following areas:
 1. Board-superintendent relationships
 2. Community relations
 3. Personnel management
 4. Fiscal management
 5. Plant management
 6. Learning opportunities – curriculum and instruction
 7. Student performance and demeanor
 8. Long-range planning

9. Routine management

During the meetings, the superintendent's performance in each of the areas listed above will be discussed.

Following the meeting scheduled for the purpose of formal appraisal, each board member shall complete a copy of the evaluation instrument, sign it and file it with the president of the Board of Education.

The president shall prepare a composition report, including all comments, which shall be signed by both the superintendent and the president of the

board, a copy provided to the superintendent and a copy retained in the district files to provide a continuous record of the superintendent's service. The due date for the composition report shall be the last day in June. The composition report shall have a covering statement prepared by the president, which shall indicate the number of pages in the report. All pages shall be numbered in consecutive order.

When filed with the district clerk, the clerk shall notify the members of the board that it has been filed and is available for their review.

Tips on Evaluating the Superintendent

Keying Evaluation to the Duties of the Superintendency

Superintendent evaluation should be grounded on two foundations: effective board-superintendent communication and a clearly understood conceptualization of the superintendent duties.

Proposed General and Illustrative Specific Duties of Superintendents

1. Promote and support student growth and development. Indicators may include:

- 1.1 Assess and report on student achievement, attendance, and graduation rate.
- 1.2 Provide leadership for annually assessing and setting priorities on student and district needs.
- 1.3 Evaluate and provide direction for improving school/district offerings.
- 1.4 Motivate and assist students to develop a sense of self-worth.
- 1.5 Provide leadership for improving parent involvement in the schools.
- 1.6 Set priorities in the context of assessed student needs.

2. Honor diversity and promote equality of opportunity. Indicators may include:

- 2.1 Recruit qualified minority and majority staff.
- 2.2 Examine, communicate, and address gaps in achievement of different groups of students.
- 2.3 Provide leadership necessary to fully integrate schools and programs.

2.4 Serve as an articulate spokesperson for the welfare of all students in multicultural context.

2.5 Respect diversity of religion, ethnicity, and cultural values in students, staff, and programs.

2.6 Insure equitable distribution of district resources.

3. Foster a positive climate. Indicators may include:

- 3.1 Assess and provide leadership for improving environments in and around each district school.
- 3.2 Conduct school climate assessments.
- 3.3 Articulate and disseminate high expectations for student learning and teaching quality.
- 3.4 Promote a positive climate for learning and an atmosphere of acceptance for all students willing to participate in an orderly process of learning; do not tolerate chronic disruptive and/or criminal behavior from students.
- 3.5 Promote, demonstrate, and support clear two-way communication at all levels of the district.
- 3.6 Promote academic rigor and excellence for staff and students.
- 3.7 Encourage and foster self-esteem in staff and students.
- 3.8 Manifest multicultural and ethnic understanding.
- 3.9 Assess individual and institutional sources of stress.

- 4. Provide leadership in school improvement efforts.** Indicators may include:
- 4.1 Develop, communicate, and implement a collective vision of school improvement.
 - 4.2 Encourage, model, and support creative and appropriate risk taking.
 - 4.3 Provide direction and support for periodic review of curriculum and school policies and procedures.
 - 4.4 Formulate strategic plans, goals, and change efforts with staff and community.
 - 4.5 Formulate procedures for gathering, analyzing, and using district data for decision making.
- 5. Stimulate, focus, and support improvement of classroom instruction.** Indicators may include:
- 5.1 Provide encouragement, opportunities, and structure for teachers to design better learning experiences for students.
 - 5.2 Evaluate and provide direction for improving classroom instruction.
 - 5.3 Develop and offer opportunities that respond to teachers' needs for professional development.
 - 5.4 Encourage and facilitate the use of new technology to improve teaching and learning.
- 6. Lead and manage personnel effectively.** Indicators may include:
- 6.1 Define and delegate administrative authority and responsibility effectively.
 - 6.2 Evaluate performance of subordinates and take appropriate follow-up actions.
 - 6.3 Recognize and reward exemplary performance of subordinates and take appropriate follow-up actions.
 - 6.4 Encourage and support personal and professional growth among staff.
 - 6.5 Comply with applicable personnel policies and rules.
 - 6.6 Recruit and select competent district personnel.
- 7. Manage administrative, fiscal, and facilities functions effectively.** Indicators may include:
- 7.1 Obtain competent fiscal/financial analysis.
 - 7.2 Keep informed of funding sources.
 - 7.3 Prepare appropriate budgets and cost estimates.
 - 7.4 Manage the district budget.
 - 7.5 Create and implement an internal/external audit system.
 - 7.6 Maintain accurate fiscal records.
 - 7.7 Ensure that facilities are maintained and upgraded as necessary.
 - 7.8 Manage attendance, accounting, payroll and transportation.
 - 7.9 Manage personal and district time effectively.
 - 7.10 Conduct sound evaluations to guide decisions, e.g., in selecting office equipment, planning building construction or fund-raising campaigns.
 - 7.11 Identify and evaluate alternative employee benefits packages.
 - 7.12 Effectively apply the legal requirements for personnel selection, development, retention and dismissal.
- 8. Assure/provide a safe, orderly environment.** Indicators may include:
- 8.1 Develop and communicate guidelines for student conduct.
 - 8.2 Ensure that rules are uniformly observed and enforced.

8.3 Discipline students for misconduct in an effective and fair manner.

8.4 Promote a collaborative approach to discipline, involving staff, students, and parents.

9. Foster effective school-community relations. Indicators may include:

9.1 Formulate and implement plans for internal and external communication, including communication of the school district mission, student and district needs, and district priorities to the community and mass media.

9.2 Write and speak clearly and influentially in order to recruit community support for school programs.

9.3 Involve parents and other community members in serving school programs.

9.4 Provide services to the community and leadership for developing rapport between the schools and the community.

9.5 Obtain and respond to community feedback.

9.6 Implement consensus building and conflict mediation.

9.7 Align constituencies and build coalitions to support district needs and priorities and to gain financial and programmatic support.

9.8 Maintain constructive communication with employee organizations, including but not restricted to unions.

9.9 Understand and be able to communicate with all cultural groups in the community.

9.10 Institute, nurture, and improve the district's cooperative relationships with other districts, intermediate education units, the state education department, federal education agencies, etc., including sharing

scarce resources, facilitating student transfers, conducting staff development, and obtaining grants.

9.11 Apply formal and informal techniques to assess external perceptions of the district by means of surveys, advisory groups, and personal contact.

9.12 Form alliances with other groups concerned with the welfare of children and youth, e.g., the police and fire departments and the juvenile courts.

9.13 Be knowledgeable about the community, including its history, culture, resources, and services.

9.14 Identify and analyze the political forces in the community.

9.15 Design effective strategies for passing referenda.

9.16 Successfully mediate conflicts related to the district.

9.17 Respond in an ethical and skillful way to the electronic and printed news media.

9.18 Involve stakeholders in educational decisions affecting them.

9.19 Exhibit environmental awareness and be proactive in such efforts as recycling and preserving natural resources.

10. Embody and promote professionalism.

Indicators may include:

10.1 Participate in professional education organizations, e.g., AASA, AERA, ASCD.

10.2 Conduct oneself ethically and professionally.

10.3 Stay abreast of professional issues and developments in education.

10.4 Disseminate professional ideas and new developments in education.

- 10.5 Know and employ appropriate evaluation and assessment techniques, e.g., performance assessment, standardized testing, and educational statistics.
- 10.6 Obtain and use evaluation information as a basis for improving performance; conduct a systematic annual self-evaluation, seeking and responding to criticism of performance.
- 10.7 Maintain and understanding of national and international issues affecting education.
- 10.8 Maintain personal, physical, and emotional health.

11. Relate effectively to the school board.

Indicators may include:

- 11.1 Meet the board's needs for information about district performance.
- 11.2 Interact with the board ethically, sensitively, and professionally.
- 11.3 Communicate clearly and substantively to the board.

- 11.4 Educate the board about professional education issues and approaches.
- 11.5 Recommend policies to improve student learning and district performance.
- 11.6 Provide leadership to the board for defining superintendent and board roles, mutual expectations, procedures for working together, and strategies for formulating district policies.
- 11.7 Recognize and apply standards involving civil and criminal liabilities, and develop a checklist of procedures to avoid civil and criminal liabilities.
- 11.8 Recommend district policy in consideration of state and federal requirements.
- 11.9 Draft a district policy for external and internal programs.

Source: A Proposed Model for Superintendent Evaluation, Daniel L. Stufflebeam and Jason Millman, *Journal of Evaluation in Education* 9:383-410, 1995, pp. 389-393.

