Superintendent Evaluation Made Simple
Steve Kelley, Oregon School Boards Association
skelley@osba.org  503-485-4811  1-800-578-6722

Resources:
Oregon School Boards Association website www.osba.org
Superintendent Evaluation Workbook www.osba.org/supteval
Board Self-Evaluation Workbook www.osba.org/boardeval
Online course: http://www.osba.org/olc.aspx

American School Board Journal articles available at www.asbj.com:
“Evaluating the Superintendent” by George A. Goens, March 2009
“Doing Your Superintendent’s Performance Evaluation Right” by Doug Eadie, July 2008
“Performance Evaluations are Powerful” by Doug Eadie, August 2008

Summary:

- How can we evaluate objectively and fairly?
  - Only evaluate on performance objectives and/or goals the board has specified a year in advance.
  - Identify how the board will measure achievement of those identified goals and objectives.
  - Specify the documentation or evidence the board will require from the superintendent at the time of the evaluation.

- Plan an annual evaluation calendar:
  - Step 1: Set goals and expectations and adopt an evaluation document and calendar for the year
  - Step 2: Hold interim progress meetings, bi-monthly or quarterly, but at least two during the year.
  - Step 3: Begin the actual final evaluation process a month before the deadline
  - Step 4: Hold the formal evaluation meeting with the superintendent
  - Step 5: Debrief the process just completed. Hold a final year-end meeting/report if applicable, and start the cycle again with updated goal setting, modifications to the evaluation document/expectations and the calendar for the upcoming year

- Know your requirements:
  - State statutes and administrative rules
  - Board policy
  - Superintendent contract
  - Board/Superintendent working agreement
Formal evaluation process (Step 3 and 4)/Completing the job:

- Superintendent reports results of self-evaluation to the board
- Board members fill out their individual worksheets (Parts 1 and 2 of the OSBA evaluation document)
- Board meets to prepare a composite evaluation
- Composite evaluation report is presented to the superintendent
- After any final changes are made, the board votes to adopt the final superintendent evaluation report
- Report the results to the public

A good superintendent evaluation process:

- Provides for no surprises during the performance review - you have covered it (almost) all in the interim meetings throughout the year
- Promotes growth and change, with a follow up session and debrief of the process
- Begins with a board self-evaluation prior to the superintendent evaluation
- Assures a timely thorough review of previously communicated expectations of performance based on facts, impact of facts and the context of the situation

The Perfect Superintendent

The Perfect Superintendent always has the right thing to say….wears good clothes… buys good books….has impeccable ethics….a remarkable sense of humor….is 29 years old with 40 years of experience….smiles all the time….visits 15 classes per day and is always in the office to be available for instant parent conferences…walks on water.

The Perfect Superintendent is always in the next nearest school district (not yours).

If your superintendent does not measure up….

- Send this notice to six other school districts that are tired of their superintendents, too.
- Bundle up your superintendent and send him or her to the school district on the top of the list.
- In one week you will receive 1653 superintendents - - and one will be perfect: Have faith in this letter
- One school district broke the chain and got its old superintendent back in less than four months.

(Adapted from Walter Ebmyer, ISM, 1980)
# A Process For An Effective Superintendent Evaluation

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 year plan, reviewed and updated annually.</td>
<td>Long-range strategic goals Vision, Mission Statement, Goals</td>
</tr>
<tr>
<td>Prior to beginning of school year.</td>
<td>Board &amp; superintendent identify and mutually agree on district goals for the coming school year.</td>
</tr>
<tr>
<td>Beginning of school year.</td>
<td>Board discusses district goals at public meeting, allowing for public comment. Revise and/or adjust as necessary.</td>
</tr>
<tr>
<td>Beginning of school year.</td>
<td>Board formally adopts district goals at a public meeting and establishes superintendent evaluation criteria and process. Public must be given an opportunity to comment before adoption,</td>
</tr>
<tr>
<td>December or January</td>
<td>Board adopts evaluation form, the process for evaluation and the timeline for critical board/superintendent actions.</td>
</tr>
<tr>
<td>Beginning of school year</td>
<td>Superintendent presents action plan (goals) to board. Board discusses, revises if necessary, and adopts. Superintendent and board must agree on the goals.</td>
</tr>
</tbody>
</table>

- December or January
Ongoing

Superintendent keeps board informed of progress towards attaining goals.

December or January, or by April 15.

Board gives superintendent a mid-year evaluation. Allows for “mid-course” corrections if necessary.

End of school year.

Board gives superintendent a formal performance evaluation in an Executive Session. ORS 192.660(2)(c)

End of school year.

Based on evaluation results, the board and superintendent agree on areas for improvement which then become a portion of the superintendent’s goals for the next year.