Evaluating your Superintendent
WHO?
Describe a time that you received feedback that was a positive experience. What made it a positive experience? What did you do? What did the other person do to make it a positive experience?
1 Why evaluate?

Requirements

Planning

Process
Why evaluate?

Requirements

Planning

Process
Why evaluate?
Requirements
Planning
Process
1. Why evaluate?

Requirements
Planning
Process
The behavior that is modeled by the leader and management profoundly shapes the culture and practices of the organization.

Kately Bernandin Demougeot
The Turnover of Community College Presidents
The Lighthouse Project
1. Learn as a Board Team
2. Set Clear Expectations
3. Provide Support for Success
4. Accountability
5. Create the Public Will to Succeed

ENGAGEMENT & ADVOCACY
2 Why evaluate? Requirements Planning Process
192.660
342.513
342.120
EVALUATION OF THE SUPERINTENDENT

The superintendent’s job performance will be evaluated formally at least annually. The evaluation will be based on the administrative job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board’s discussion and conferences with and about the superintendent and his/her performance will be in an executive session, unless the superintendent requests an open session. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent’s personnel file.

Any time the superintendent’s performance is deemed to be unsatisfactory, the superintendent will be notified in writing of specific areas to be remedied and will be given an opportunity to correct the problem(s). If performance continues to be unsatisfactory, the Board may dismiss the superintendent pursuant to Board policy, the employment contract with the superintendent and state law and rules.

END OF POLICY

Legal Reference(s):
ORS 192.660(2), (8)
Contract
BOARD AND SUPERINTENDENT WORKING AGREEMENTS

Sample

A. **Purpose of Agreements**
The Board of Directors is the policy making body for the School District. To effectively meet the District’s challenges, the School Board and Superintendent must function together as a leadership team. To ensure accord among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

B. **The Board Job Description and Relationship with Superintendent**
1. Set the long-term direction of the District through the mission, vision, goals, and priorities.
2. Focus on policymaking, planning and evaluation.
3. Maintain effective two-way communication with students, staff and the public.
4. Understand that as an individual, a Board member has no authority. It is when acting as a body
Why evaluate?
Requirements
Planning
Process
Which way?
Plan the calendar

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Month: **January**
April

Goal Setting
September Interim Report
February

Evaluation Process
Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and 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.

Performance Indicators:
(Do not rate individual indicators. These are listed only to help you think about the standard.)
The superintendent:

1.1 Collaboratively develops and implements a shared vision and mission;
1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
1.3 Creates and implements plans to achieve goals;
1.4 Promotes continuous and sustainable improvement; and
1.5 Monitors and evaluates progress and revises plans.
Policy and Governance

Communications and Community Relations

Effective Management

Curriculum Planning /Development
Instructional Leadership

Resource Management

Ethical Leadership

Labor Relations
By March 15

Formal meeting
Sample: Evaluation Summary

Below is a sample summary of a board’s evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). The past year has been positive (or challenging) for education in our school district. All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on: 1) nine professional standards; 2) district goals; and 3) a 360-degree review of the superintendent’s performance by representatives of the community.

Regarding the nine professional standards, we determined that Superintendent (name)’s performance was excellent in the areas of leadership and district culture, communications and community relations,
Why evaluate?
Requirements
Planning
Process
No Surprises
Promotes Growth
Questions?
Why?
Open Communication
Reflection

We do not learn from experience... we learn from reflecting on experience.

- John Dewey
Improve Decision Making

- alternatives
- uncertainty
- high-risk consequences
- interpersonal issues
- complexity
Future Goal Setting
Performance Standards describe how your learners will demonstrate course competencies.

Do that.
Like this.

In the beginning, they were competencies.
Performance Standards

Leadership: Mission, Vision and Goals

Policy and Governance

Community Relations

Cultural Responsiveness and Equity

Accountability and Performance Monitoring
Performance Standards

Board Operations – Meeting

Board Operations – Communications

Board Operations – Board Staff Relations

Board Operations – Board-Supt. Relations
Performance Standards

Values, Ethics and Responsibility for Self

Board Systematic Improvement

Other Specific Goals as set by the Board
Indicators for Board Operations - Meetings

• The agenda is properly posted and developed according to board policy.
• Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
• The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
• The board has procedures in place to allow for public input in a respectful manner.
• The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
Indicators for Board Operations - Meetings

• The board discusses only those topics that the majority of board members wish to take up.
• Everyone in attendance can clearly hear board discussion.
• Board discussions are effective and result in clear decisions.
• Minutes properly record actions of the board and are maintained as required by the public records law.
• Board members respect the confidentiality of executive sessions.
• Board members do not surprise the administration or fellow board members at meetings.
Questions
Contact

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