



SUPERINTENDENT EVALUATION

WORKBOOK

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OREGON SCHOOL BOARDS ASSOCIATION
1201 Court St. NE, Suite 400, Salem, OR 97301
800-578-6722 / 503-588-2800
FAX 503-588-2813
www.osba.org

Superintendent Evaluation Overview

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, clarifies roles, creates mutual understanding of the leadership being provided and provides a mechanism for public accountability.

The evaluation process involves the four-core board governing roles:

VISION: What does success look like?

STRUCTURE: Developing a clear written evaluation plan and timeline.

ACCOUNTABILITY: Measuring the superintendent's performance.

ADVOCACY: Communicating 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 are aware, 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 these:

- 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 micromanage the organization, but to provide oversight and public assurance that the district's policies are being effectively implemented. Another critical purpose is to provide input and feedback to the superintendent to help him or her continually improve.

The evaluation process is also used to make critical decisions about contract extensions, non-extensions or terminations. 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 for the board, the superintendent and the community. So where do we begin?

THREE-PART EVALUATION TOOL

OSBA has developed a three-part tool for evaluating superintendents. Part 1 is based on Standards for School Leaders established by the Interstate School Leaders Licensure Consortium (ISLLC) and augmented by standards jointly developed by the American Association of School Administrators (AASA) and the National School Boards Association (NSBA). Part 2 evaluates progress towards the goals established by the board and superintendent at the beginning of the evaluation cycle. Both Parts 1 and 2 are designed to be filled out by individual board members. Board members meet in executive session to discuss their input and come to a board position on each item evaluated. A 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. The 360-degree evaluation may also be used by the board in preparing its final evaluation. Parts 1 and 2 are administered, compiled and reported by the board. Part 3, as it is presented here, is administered, compiled and reported by the superintendent. (Other options for the 360-degree evaluation include having a board designee or outside third-party administer and compile the information.)

Parts 1, 2 and 3 are independent of each other and may be used separately or in combination.

Part 1: Performance Standards

Oregon has adopted Standards for School Leaders established by ISLLC for principals and other district administrators. While ORS 342.815 specifically exempts the superintendent, deputy superintendent or assistant superintendent from the legally required evaluation process, these standards can provide a baseline understanding of the superintendent's performance.

OSBA recommends the ISLLC standards augmented by professional standards developed by the AASA with the NSBA. These standards serve as the foundation of the performance standards section of the OSBA Superintendent Evaluation Form.

In addition to indicators for each standard, a rubric is provided as a performance scoring guide.

Part 2: Superintendent's Goals

Each year, the board and superintendent or district's administrative team should meet to develop a clear set of goals for the organization for the coming year. 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 (*optional*)

A 360-degree evaluation allows the board and/or superintendent to request more subjective information from direct reports, union leadership and/or community stakeholders. Participants should be selected by the superintendent or by the superintendent and board together. The superintendent compiles that information received in the 360-degree evaluation to share with the board at the performance review, or the board may receive the information directly.

It is important that everyone understands the 360-degree evaluation provides additional information to the board but it is not “the” evaluation. The board is responsible for determining the final evaluation.

Superintendent Self-Evaluation

The superintendent responds to Parts 1 and 2 as a self-assessment to be presented to the board as part of the evaluation process. The superintendent’s self-evaluation should be presented to the board by the superintendent before the board members fill out their individual worksheets.

This evaluation process, or any variation on it, needs to be agreed to by all parties at the beginning of the year.

COMPILING RESULTS

The board meets in executive session to discuss the results and agree on a consensus evaluation that will be presented in the meeting with the superintendent. The individual responses in Parts 1 and 2 are worksheets only. Compiling results is best done by discussion among all board members sitting together in executive session. 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.

Evaluation responses from individual board members can be confusing, particularly when they are in opposition to one another. The board must make every effort to speak with a single voice in setting expectations and assessing success.

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. Remember that board members are elected to make those judgments. Parts 1 and 2 of this workbook are designed to reduce subjectivity and increase 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 and board to receive additional input from individuals in what may be a more subjective manner.

Documentation

The forms in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be provided orally, as written lists, or as specific documents. Some boards and superintendents may select a portfolio approach.

Performance Ratings

Part 1 of the form includes a list of performance indicators for each standard. Board members should not rate indicators but, rather, consider indicators in determining the overall rating for that performance standard. The rubric for each standard uses the following four categories: Ineffective, Developing, Effective and Accomplished. Read each category description carefully while considering the indicators listed above each rubric. Select the category that most closely matches your judgment of the superintendent's work in this area.

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 Meetings 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 notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

There is no longer a requirement that standards, criteria and policy directives to be used in evaluating the chief executive officer be adopted in a public meeting in which there is an opportunity for public comment.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy and, therefore, disclosable 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 summary 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

Before the new school year begins, goals and expectations for the superintendent should be mutually established with the board. These goals are often established during a planning retreat or work session during the spring or summer. Planning retreats must be held within a district's geographic boundaries.

If possible, set goals before the budget process begins. Setting goals early allows the incorporation of district goals into budget planning, staffing and professional development for the coming year.

Contract Extension

Pursuant to state law, superintendents must be given notice of whether their contract will be extended by March 15. (ORS 342.513) However, this process does not seem to match what most districts have, which is two- to three-year contracts. As a result, the most frequent practice is to include notice of non-renewal pursuant to the law within the contract itself. It is important as you review your superintendent's performance to double-check the language in the contract to ensure that the necessary notice of non-renewal is included. Provided the non-renewal notice is included, the board need only affirmatively act regarding the superintendent's contract if it intends to extend the term,

or issue a new contract. This is also an appropriate time to see if the superintendent's contract has any specified criteria regarding evaluation that must be followed by the board. If you have questions on the terms of the superintendent's contract, we advise that you consult with legal counsel.

Evaluation Results

The evaluation should result in 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.

Evaluation Conclusion

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

Communication

The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A summary of the board's conclusions should be prepared by the board from the worksheet data after the evaluation.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." (ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions, Revised August 2016, Question #7)

For additional information see

<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/faqs-for-educator-effectiveness.pdf>

TIMELINE AND ACTION

March/April (prior to completion of the budget)

1. Superintendent and board set/review district goals for the upcoming year.
2. Superintendent and board update long-range plans for the district.
3. Board/superintendent review superintendent job description/standards/goals and the evaluation process, forms and timelines to be used next year.

Adoption should be done in a public meeting. *(If the board desires staff and community input to come directly to the board (i.e., 360-degree survey), it should be discussed and approved in the beginning of the evaluation cycle.)*

July/October/January

4. Superintendent reports interim progress on district and evaluation goals to the board. The July update deals with the previous school year while the October/January updates provide progress on the current school year.
(While the updates will be done in an open meeting, any conversation about the superintendent's performance should be done in executive session.)

January

5. *(Optional, if discussed in the beginning of the evaluation cycle.)* Depending on who will receive the feedback from the 360-degree survey, the board or the superintendent prepares questions, selects individuals to participate, distributes the forms, collects and collates the results.
6. Superintendent completes a self-assessment of the evaluation forms Parts 1 and 2.
7. Board members complete Parts 1 and 2 of the superintendent evaluation form.

February

8. Board members meet to discuss their individual evaluations and develop the board's official document that will be shared with the superintendent.

By March 15 (or date specified in contract)

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)) unless the superintendent requests an open meeting. **The final approval of the finished evaluation must be done in open session.**
10. A copy of the final written evaluation form is placed in the personnel folder.

As soon as evaluation is complete.

11. The results of the evaluation are shared with the community.
12. Return to the beginning of the cycle.

EVALUATION FORMS

Part 1: Performance Standards

Instructions

1. Attached are forms to be completed by each board member rating each of the nine performance standards. A separate page is provided for each performance standard.
2. Each board member should rate all nine of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Return your completed forms to the board chair or designee for compilation. The chair or designee will compile the results on a preliminary summary evaluation form.
5. The board will meet in executive session 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 evaluation forms. **It is important that the board speak with one voice in evaluating the superintendent.**

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 only listed 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;
- 1.5 Monitors and evaluates progress and revises plans.

Ineffective	Developing	Effective	Accomplished
<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>	<p>Articulates the vision of the district in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>The district vision is focused on student learning.</p>	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>

Summary Rating — Standard 1:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high-quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board’s support for organizational goals.

Performance Indicators:

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

The superintendent:

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships;
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ineffective	Developing	Effective	Accomplished
Not engaged in work related to policies. Does not enforce district policies. Behavior indicates a lack of value in a healthy working relationship with the board. Does not engage the board in the work of advancing organizational goals.	Engages minimally in policy work. Unevenly or inequitably enforces policies. Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board. Unevenly engages the board in the work of advancing organizational goals.	Fully engaged in policy work. Appropriately and equitably enforces policies. Demonstrates reasonable value of a healthy working relationship with the board. Effectively engages the board in the work of advancing organizational goals.	Develops an exemplary system of policy consideration and revision. The district takes pride in the equitable enforcement of district policies. Proactively and effectively engages the board in the work of advancing organizational goals.

Summary Rating — Standard 2:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community, responding to feedback and building support for and engagement with the district.

Performance Indicators:

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

The superintendent:

- 3.1 Develops formal and informal techniques to gain internal and external perceptions of district;
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);
- 3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling;
- 3.4 Establishes effective school/community relations, school/business partnerships and public service;
- 3.5 Understands the role of media in shaping opinions as well as how to work with the media.

Ineffective	Developing	Effective	Accomplished
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the school environment.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out of the loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is clear and effective.</p> <p>Most staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p>

Summary Rating — Standard 3:

(check one)

- 1 **INEFFECTIVE** _____
- 2 **DEVELOPING** _____
- 3 **EFFECTIVE** _____
- 4 **ACCOMPLISHED** _____

Comments:

Standard 4: EFFECTIVE MANAGEMENT

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

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

The superintendent:

- 4.1 Monitors and evaluates the management of operational systems;
- 4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 4.3 Promotes and protects the welfare and safety of students and staff;
- 4.4 Develops the capacity for adaptive leadership;
- 4.5 Ensures teacher and organizational time is focused to support quality instruction/student learning.

Ineffective	Developing	Effective	Accomplished
<p>Management of the operations of the district is poor or non-existent.</p> <p>The district is disorderly, disorganized and there is a feeling that the district is "out of control."</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The daily operating procedures are occasionally followed but are frequently changed.</p> <p>The budget does not support the district's priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the district.</p> <p>Discipline of students is handled fairly and consequences are used to maximize student learning.</p> <p>Students and staff are held accountable for their performance and conduct.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning.</p> <p>Students and staff can articulate expectations and are inspired to strive for excellence in conduct and performance.</p> <p>Students and staff hold each other accountable for high-quality performance.</p> <p>Develops and manages a budget that maximizes the learning goals of the school.</p>

Summary Rating — Standard 4:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 5: CURRICULUM PLANNING/DEVELOPMENT

This standard addresses the superintendent’s skills in staying up to date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

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

The superintendent:

- 5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices;
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;
- 5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;
- 5.4 Includes the use of computers, the internet, distance learning and other technologies in educational programming;
- 5.5 Assesses student progress using a variety of appropriate techniques;
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

Ineffective	Developing	Effective	Accomplished
<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic.</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p>	<p>Continuously stresses the importance of quality teaching and learning as the organization’s primary strategic objective.</p> <p>Creates an organizational culture attentively focused on teaching and learning that grows and evolves.</p> <p>Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.</p>

Summary Rating – Standard 5:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard 5 addresses what is to be taught; this standard emphasizes how it should be taught. The superintendent integrates principles of cultural competency/equitable practice and promotes the success of every student by sustaining a positive school culture conducive to student learning and staff professional growth.

Performance Indicators:

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

The superintendent:

- 6.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;
- 6.2 Creates a comprehensive, rigorous and coherent curricular program;
- 6.3 Creates a personalized and motivating learning environment for students;
- 6.4 Supervises and supports instruction;
- 6.5 Develops assessment and accountability systems to monitor student progress;
- 6.6 Develops the instructional and leadership capacity of staff;
- 6.7 Maximizes time spent on instruction;
- 6.8 Promotes the use of the most effective and appropriate technologies to support teaching/learning;
- 6.9 Monitors and evaluates the impact of instruction.

Ineffective	Developing	Effective	Accomplished
<p>A shared understanding of instruction is not evident.</p> <p>Professional development is infrequent and is not connected to student or staff performance data.</p> <p>A yearlong plan for professional development of the school does not exist or is inadequate.</p> <p>There are no or few effective teacher planning teams.</p> <p>There is no consistent system in place for teacher observation and feedback.</p>	<p>Participates in professional development based on feedback and student performance data.</p> <p>Participation in district-led professional development is inconsistent.</p> <p>Teacher planning teams occasionally meet but there is not a common structure for facilitating this work.</p> <p>Teachers are observed and given face-to-face feedback based on the observation.</p>	<p>Actively developing expertise about quality instruction and can recognize and describe high-quality teaching.</p> <p>Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.</p>	<p>Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.</p> <p>Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.</p> <p>Creates structures for observing and analyzing instruction and for making practice public to deepen a shared understanding of practice within the district.</p>

Summary Rating — Standard 6:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 7: RESOURCE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

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

The superintendent:

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;
- 7.2 Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;
- 7.3 Makes sound fiscal decisions, in line with the organization’s strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

Ineffective	Developing	Effective	Accomplished
<p>Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students.</p> <p>Irresponsibly and imprudently manages the fiscal aspects of the organization.</p>	<p>Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students.</p> <p>Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.</p>	<p>Puts in place systems and staff so that environments are conducive to learning and are consistently safe.</p> <p>Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.</p>	<p>Puts in place systems that create environments that inspire learning and that are highly reliably safe.</p> <p>Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and forward thinking.</p> <p>Clear and transparent systems of financial control and accountability are universally followed.</p>

Summary Rating – Standard 7:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 8: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

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

The superintendent:

- 8.1 Ensures a system of accountability for every student’s academic and social success;
- 8.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;
- 8.3 Safeguards the values of democracy, equity and diversity;
- 8.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Ineffective	Developing	Effective	Accomplished
<p>Actions and intentions are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by his or her word.</p> <p>Is not self-aware and does not reflect on his or her practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p>

Summary Rating — Standard 8:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 9: LABOR RELATIONS

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

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

The superintendent:

- 9.1 Develops bargaining strategies based upon collective bargaining laws and processes;
- 9.2 Identifies contract language issues and proposes modifications;
- 9.3 Participates in the collective bargaining processes as determined by the board;
- 9.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

Ineffective	Developing	Effective	Accomplished
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Summary Rating — Standard 9:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

EVALUATION FORMS

Part 2: Goals

Instructions

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.

1. Attached are forms to be completed by each board member rating the superintendent's performance in meeting the goals agreed to by the superintendent and the board at the beginning of the year. Before the forms are distributed, insert each of your district's goals on a separate form.
2. Each board member should rate the performance level for each goal.
3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Bring your forms to the executive session to use as notes for discussion.
5. The board will meet in executive session 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 evaluations. **It is important that the board speak with one voice in evaluating the superintendent.**

Goal Statement 1:

Performance Indicators:

(Insert indicators of success here)

1.1

1.2

1.3

1.4

1.5

Summary Rating – Goal 1: *(check one)*

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Goal Statement 2:

Performance Indicators:

(Insert indicators of success here)

2.1

2.2

2.3

2.4

2.5

Summary Rating — Goal 2: *(check one)*

- 1 INEFFECTIVE
- 2 DEVELOPING
- 3 EFFECTIVE
- 4 ACCOMPLISHED

Comments:

Goal Statement 3:

Performance Indicators:

(Insert indicators of success here)

3.1

3.2

3.3

3.4

3.5

Summary Rating – Goal 3: *(check one)*

1 INEFFECTIVE _____

2 DEVELOPING _____

3 EFFECTIVE _____

4 ACCOMPLISHED _____

Comments:

BOARD RATINGS SUMMARY FORMS

Part 1 & 2: Performance Standards and Goals

Instructions

This summary section is to be used to compile individual board member responses. The board members should meet in executive session to discuss their individual input and prepare composite results. Once board members have met and agreed on the ratings and comments to be presented to the superintendent, the same forms 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.

Sample Computation

	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Average Rating
Part 1 Standards						
Visionary Leadership	3	4	4	3	4	3.6
Policy and Governance	3	4	3	3	4	3.4
Communications and Community Relations	4	4	4	4	4	4.0
Effective Management	4	3	4	3	4	3.6
Curriculum Planning/ Development	4	4	4	4	4	4.0
Instructional Leadership	4	4	3	4	3	3.6
Resource Management	4	4	4	4	4	4.0
Ethical Leadership	4	4	4	4	4	4.0
Labor Relations	2	3	3	3	3	2.8
Part 2 Goals						
Goal 1	3	3	3	4	4	3.4
Goal 2	3	4	4	3	4	3.6
Goal 3	4	4	4	4	4	4.0

Recommended grading:

SCORES BETWEEN:	GRADE
3.5 - 4.0	Accomplished
2.5 - 3.4	Effective
1.5 - 2.4	Developing
0.0 - 1.4	Ineffective

EVALUATION FORMS

Part 3: 360-Degree Evaluation

Instructions for Board and Superintendent

The 360-degree evaluation is a superintendent- or board-led part of the evaluation process that asks constituents for input leading to appropriate professional development and changes in interpersonal and administrative methods. The superintendent and/or board should design the questions and collate and summarize responses. The purpose of the 360-degree evaluation is to give the superintendent/board additional information to be considered in the evaluation process.

Suggested evaluators are: teachers, administrators, parents, support staff and other community members with whom the superintendent regularly interacts. Multiple evaluators reflect the collective wisdom of 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 AND/OR BOARD:

Step 1:

Identify the questions to be asked of evaluators or the goals/competencies to be evaluated.

Suggested questions (additional questions can be created by using the performance indicators under each standard listed previously in this document):

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 regard to the superintendent's role in our district? List specific examples.
3. What areas offer room for improvement? 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 all constituent groups: administrators, teachers, staff members, parents and community members. The number of respondents should be high enough to give fair representation to all groups. Responses should be anonymous.

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 or from the board to the superintendent.

Step 5:

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

EVALUATION FORMS

Part 3: 360-Degree Evaluation

You have been selected to participate in a 360-degree evaluation of our school district superintendent. This evaluation will be read and tabulated by the superintendent. It is intended to help the superintendent assess his or her own performance, strengths and weaknesses, and topics for professional development. The questions and participants in the evaluation were selected by the superintendent.

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 1:

The superintendent's performance:

- 1 INEFFECTIVE
 - 2 DEVELOPING
 - 3 EFFECTIVE
 - 4 ACCOMPLISHED
-

Explanation of your rating, examples:

EVALUATION FORMS

Part 3: 360-Degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 2:

The superintendent's performance:

- 1 INEFFECTIVE
 - 2 DEVELOPING
 - 3 EFFECTIVE
 - 4 ACCOMPLISHED
-

Explanation of your rating, examples:

EVALUATION FORMS

Part 3: 360-Degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 3:

The superintendent's performance:

- 1 INEFFECTIVE
 - 2 DEVELOPING
 - 3 EFFECTIVE
 - 4 ACCOMPLISHED
-

Explanation of your rating, examples:

EVALUATION FORMS

Part 3: 360-Degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 4:

The superintendent's performance:

- 1 INEFFECTIVE
 - 2 DEVELOPING
 - 3 EFFECTIVE
 - 4 ACCOMPLISHED
-

Explanation of your rating, examples:

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 exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

Superintendent (name) chose to distribute a 360-degree evaluation to members of the staff and community for feedback on his/her performance. He has shared with us the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.

We will be working with Superintendent (name) over the next several weeks to develop goals for our district and look forward to working together to make our district successful.

PERTINENT OREGON REVISED STATUTES (ORS)

ORS 192.660 Executive sessions permitted on certain matters

ORS 192.610 (Definitions for ORS 192.610 to 192.690) to 192.690 (Exceptions to ORS 192.610 to 192.690) do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 (Definitions for ORS 192.610 to 192.690) to 192.690 (Exceptions to ORS 192.610 to 192.690) for holding the executive session.

(2) The governing body of a public body may hold an executive session: ...

(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. ...

(8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs. ...

ORS 342.513 Renewal or nonrenewal of contracts for the following year

Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefor shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator. If any district school board fails to give such notice by March 15, the contract shall be considered renewed for the following school year at a salary not less than that being received at the time of renewal. The teacher or administrator may bring an action of mandamus to compel the district school board to issue such a contract for the following school year.

(2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

Oregon School Boards Association Selected Sample Policy

Code: **CBG**

Adopted:

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year. 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 conducted in an executive session, unless the superintendent requests a session open to the public. 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.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 342.513](#)

[ORS 342.815](#)

[OAR 581-022-1720](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

CONTACT

OREGON SCHOOL BOARDS ASSOCIATION

1201 Court Street NE, Suite 400 | Salem, OR 97301

503-588-2800 | 1-800-578-OSBA

FAX 503-588-2813

OSBA.ORG

