Superintendent Evaluation Workbook

A Guide for School Boards

Dear school board member:

Congratulations! Opening this workbook shows you're taking a most important job very seriously – evaluating your superintendent.

The information, research, tips and worksheets you'll find here represent a wealth of experience compiled by our Leadership Services experts that not only makes your job *easier*, but also ensures that your schools have the qualified, progressive leadership they *deserve*.

This guide will also help you establish and clarify the roles and responsibilities within the superintendent-board team.

OSBA's Superintendent Evaluation program and workbook give you the tools to create and maintain a solid leadership team that focuses on student achievement.
Because the public demands increased accountability for student achievement and community involvement, this job is more important than ever. OSBA's approach to evaluation is designed to enhance student achievement.

We are here whenever you need assistance.

Kevin McCann
OSBA Executive Director

Superintendent Evaluation Workbook

Contents

OSBA Superintendent Evaluation

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

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

▌ Vision: Goal setting.

▌ Structure: Developing a clear written evaluation plan and timeline.

▌ Accountability: Measuring the superintendent's performance.

▌ Advocacy: Communication of goals and 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 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?

The Three-Part Tool

OSBA has developed a three-part evaluation tool. Part 1 is based on Performance Standards established jointly by the American Association of School Administrators and the National School Boards Association. Part 2 evaluates progress towards the goals established by the board and superintendent at the beginning of the evaluation cycle. Parts 1 and 2 are designed to be filled out by individual board members; their responses are compiled into a summary by a designated board member and a consensus 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. 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.)

Part 1: Performance Standards

Professional standards for the superintendency have been established by the American Association of School Administrators (AASA) with NSBA. Eight standards describe the fundamental job requirements that superintendents must address. OSBA has developed an additional standard that enhances the other eight. These standards serve as the foundation of the performance standards section of the OSBA Superintendent Evaluation Form.

For each professional standard, AASA has identified performance indicators that can help you discern whether the standard has been attained. OSBA has included many of the AASA indicators, in addition to others, in the evaluation form so that boards will have some basis from which to make judgments about the superintendent's performance. These performance indicators focus primarily on personal characteristics and management style of the superintendent.

Part 2: Superintendent's Goals

Each year, the board and superintendent team should meet to develop a clear set of goals for the organization for the coming year. The board's role is to set these end results that clarify the boards expectations of "what" the board expects to be achieved. 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

While the first two sections of the evaluation process focus on objective measures of performance, the third section allows a superintendent to request more subjective information from those he or she works with directly.

360-degree evaluation should only be used if the superintendent chooses to use it for feedback. The individuals who give the feedback and the questions should be selected by the superintendent or by the superintendent and board together. The superintendent compiles that information to share with the board at the performance review.

360-degree evaluation allows feedback from observers outside the board/superintendent leadership team such as staff, parents and community who may not have input in parts 1 and 2 of the evaluation document.

Superintendent Self-Evaluation

The results of the 360-degree evaluation and superintendent self-evaluation should be presented to the board by the superintendent before the board members fill out their individual worksheets. The superintendent may choose to fill out parts 1 and 2 and decide whether to use the 360-degree evaluation as a self-assessment to be presented to the board as a part of the evaluation process. The superintendent administers the 360-degree evaluation, selecting the questions and participants and compiling the results as well as presenting them to the board. In order to be useful, the 360-degree survey should be given to a statistically significant number of randomly chosen members of each identified group (teachers, parents, administrators, community, etc.). This process, or any variation on it, needs to be agreed to by all parties at the beginning of the year.

Each of the parts (1, 2 and 3) is independent from the others and may be used separately or in combination.

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. The OSBA Superintendent Evaluation Form for Performance Standards (Part 1) and Goals (Part 2) 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 to receive additional input from select individuals at the superintendent's discretion, in what may be a more subjective manner.

Documentation

The OSBA Superintendent Evaluation Form is more than a checklist. It requires the objective consideration of evidence or documentation of the degree to which each standard has been met. This can be provided orally, as written lists, or as specific documents. Some boards and superintendents may select a portfolio approach. 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.

Performance Ratings

A wide variety of scoring scales can be used with this evaluation form. The scale that appears on the form is the common numerical scale that corresponds to letter grades.

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 Meeting 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 warning 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.

The requirement that the "standards, criteria and policy directives to be used in evaluating the chief executive officer" must be adopted in a public meeting in which there was an opportunity for public comment was eliminated by the 2003 Legislature.

The Attorney General's Public Records and Meetings Manual 2003 (page 134) 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 summative 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

Prior to the beginning of the new school year, 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 summer. If possible, set goals before the budget process begins. The previous spring is ideal because it allows the incorporation of district goals into budget planning, staffing, and professional devlopment for the coming year. Agreement on the form, process and time line should also be in place.

Contract Extension Review

By March 15, superintendents must be notified about extension or non-extension of their current contract. Other time lines may exist within the superintendent's contract itself. In order to make these decisions, a performance review should take place prior to the deadlines so that the board can make informed judgments about continuation of employment.

Review Results

The result of the review should be 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.

At Conclusion of the Evaluation

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 with the Community

The superintendent evaluation process provides the board 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.

Superintendent Evaluation Timeline

Timeline	Action
No later than July-August	1. Superintendent and board set goals for the upcoming year.
	2. Superintendent and board clarify vision and mission and update long-range plans for the district.
At completion of previous evaluation cycle.	3. Board and superintendent review superintendent job description and the evaluation process, forms and timelines to be used next year.
January	4. Superintendent reports interim progress on district goals tp the board.
February	5. Superintendent decides to use the 360-degree evaluation, prepares questions, selects individuals to participate, distributes the forms, collects and collates the results to be shared with the board.
	6. Board members complete Parts 1 and 2 of the superintendent evaluation form.
	7. Board members meet to discuss their evaluations and develop the board's official written evaluation document(s) that will be shared with the superintendent.
	8. Superintendent completes a self-assessment of the evaluation forms parts 1 and 2.
By March 15	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)
	10. A copy of the final written evaluation form is placed in the superintendent's personnel folder.
As soon as evaluation is complete.	11. The results of the evaluation and progress on district goals are shared with the community
	12. Return to the beginning of the cycle.

Superintendent Evaluation Forms
Part 1: Performance Standards

Part 1. Performance Standards

Instructions

1. Attached are the forms to be completed by each board member rating each of the nine performance standards. A separate page is provided for each performance standard. Each board member should rate all nine of the performance standards.

2. Each performance standard has performance indicators listed below it. 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. Each board member's forms should be returned to the board chair or designated board member for compilation.

5. The designated board member or chair will compile the results on a preliminary summary evaluation form. The board will meet 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 board members evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:

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

1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.

1.2 Promotes academic rigor that focuses on learning and excellence for schools

1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision

1.4 Models learning for staff and students

1.5 Promotes understanding and celebrating school/community cultures

1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility

1.7 Develops, implements, promotes and monitors continuous improvement processes

The superintendent's performance for this standard:

0   UNACCEPTABLE

1   NEEDS IMPROVEMENT

2   GOOD

3   EXCELLENT

4   OUTSTANDING

Comments:

Standard 2: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

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

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

The superintendent's performance for this standard:

0   UNACCEPTABLE

1   NEEDS IMPROVEMENT

2   GOOD

3   EXCELLENT

4   OUTSTANDING

Comments:

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but also the community as a whole, including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

Performance Indicators:

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

3.1 Develops formal and informal techniques to gain external perceptions of district

3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments)

3.3 Promotes involvement of all stakeholders to fully participate 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 and forming opinions as well as how to work with the media

The superintendent's performance for this standard:

0 **UNACCEPTABLE**
1 **NEEDS IMPROVEMENT**
2 **GOOD**
3 **EXCELLENT**
4 **OUTSTANDING**

Comments:

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

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

4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring

4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs

4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues

4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The superintendent's performance for this standard:

0   **UNACCEPTABLE**
1   **NEEDS IMPROVEMENT**
2   **GOOD**
3   **EXCELLENT**
4   **OUTSTANDING**

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 in thinking about the standard.)

5.1 Develops core curriculum design and delivery system based on content and assessment standards and best practices

5.2 Establishes curriculum planning to anticipate occupational trends and school-to-career needs

5.3 Uses child development and learning theories and the process to create developmentally appropriate curriculum and instruction

5.4 Includes the use of computers, the Internet, networking, 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

The superintendent's performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

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

6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning

6.2 Implements appropriate safety and security practices in schools

6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners

6.4 Analyzes available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes

6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles

6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process

6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes

The superintendent's performance for this standard:

0 **UNACCEPTABLE**

1 **NEEDS IMPROVEMENT**

2 **GOOD**

3 **EXCELLENT**

4 **OUTSTANDING**

Comments:

Standard 7: HUMAN RESOURCES MANAGEMENT

This performance standard requires skills in developing and implementing a staff performance-evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

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

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

The superintendent's performance for this standard:

0 UNACCEPTABLE
1 NEEDS IMPROVEMENT
2 GOOD
3 EXCELLENT
4 OUTSTANDING

Comments:

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

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

8.1 Exhibits multicultural and ethnic understanding and sensitivity

8.2 Describes role of schooling in a democratic society

8.3 Manifests a professional code of ethics and demonstrate personal integrity

8.4 Models accepted moral and ethical standards in all interactions

8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues

8.6 Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the district

The superintendent's performance for this standard:

0   **UNACCEPTABLE**
1   **NEEDS IMPROVEMENT**
2   **GOOD**
3   **EXCELLENT**
4   **OUTSTANDING**

Comments:

Standard 9: LABOR RELATIONS

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts, and to keep 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.)

9.1 Develops bargaining strategies based upon collective-bargaining laws and processes

9.2 Identifies contract language issues and propose 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

The superintendent's performance for this standard:

0   **UNACCEPTABLE**
1   **NEEDS IMPROVEMENT**
2   **GOOD**
3   **EXCELLENT**
4   **OUTSTANDING**

Comments:

Superintendent Evaluation Forms
Summary Ratings of Board

Part 1: Performance Standards

This section is to be used to record the responses of the individual board members.

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, this same form, without the column titled "number of board members marking each rating," 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.

Superintendent Evaluation Summary
Ratings of Board – Part 1: Performance Standards

This section is to be used by the designated board member to compile all the individual board members' results.

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Summary Rating — Standard 1:

0   UNACCEPTABLE

1   NEEDS IMPROVEMENT

2   GOOD

3   EXCELLENT

4   OUTSTANDING

Comments:

Standard 2: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Summary Rating — Standard 2:

0   UNACCEPTABLE

1   NEEDS IMPROVEMENT

2   GOOD

3   EXCELLENT

4   OUTSTANDING

Comments:

Standard 3: *COMMUNICATIONS AND COMMUNITY RELATIONS*

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff, and parents but also with the community as a whole, including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

Summary Rating — Standard 3:

0   **UNACCEPTABLE**

1   **NEEDS IMPROVEMENT**

2   **GOOD**

3   **EXCELLENT**

4   **OUTSTANDING**

Comments:

Summary Part 1: Performance Standards

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Summary Rating — Standard 4:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 5: *CURRICULUM PLANNING DEVELOPMENT*

This standard tests the superintendent's skills in keeping current with the latest curriculum, teaching, learning and testing theories. It requires the superintendent to recommend learning technologies.

Summary Rating — Standard 5:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses *what* is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Summary Rating — Standard 6:

0   UNACCEPTABLE

1   NEEDS IMPROVEMENT

2   GOOD

3   EXCELLENT

4   OUTSTANDING

Comments:

Standard 7: HUMAN RESOURCES MANAGEMENT

This performance standard requires skills in developing and implementing a staff performance-evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Summary Rating — Standard 7:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Summary Rating — Standard 8:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Standard 9: LABOR RELATIONS

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts, and to keep abreast of legislative changes affecting the collective-bargaining process.

Summary Rating — Standard 9:

0   UNACCEPTABLE

1   NEEDS IMPROVEMENT

2   GOOD

3   EXCELLENT

4   OUTSTANDING

Comments:

Part 2: Goals

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.

Instructions

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. Each goal statement needs to be inserted into a separate form before the forms are distributed.
2. Each board member should rate the performance level for each goal.
3. Comments supporting the rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Board members should bring their forms to the executive session to use as their notes for discussion.
5. The board will meet in executive session to discuss the results and prepare a summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with one 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:

The superintendent's performance rating:

(circle one rating only for each goal)

       0 UNACCEPTABLE

       1 NEEDS IMPROVEMENT

       2 GOOD

       3 EXCELLENT

       4 OUTSTANDING

Comments:

Goal Statement 2:

The superintendent's performance rating:

(circle one rating only for each goal)

        0   **UNACCEPTABLE**

        1   **NEEDS IMPROVEMENT**

        2   **GOOD**

        3   **EXCELLENT**

        4   **OUTSTANDING**

Comments:

Goal Statement 3:

The superintendent's performance rating:

(circle one rating only for each goal)

          0 UNACCEPTABLE

          1 NEEDS IMPROVEMENT

          2 GOOD

          3 EXCELLENT

          4 OUTSTANDING

Comments:

Goal Statement 4:

The superintendent's performance rating:

(circle one rating only for each goal)

        0   **UNACCEPTABLE**

        1   **NEEDS IMPROVEMENT**

        2   **GOOD**

        3   **EXCELLENT**

        4   **OUTSTANDING**

Comments:

Goal Statement 5:

The superintendent's performance rating:

(circle one rating only for each goal)

        0 **UNACCEPTABLE**

        1 **NEEDS IMPROVEMENT**

        2 **GOOD**

        3 **EXCELLENT**

        4 **OUTSTANDING**

Comments:

Superintendent Evaluation Forms
Summary – Goals

Part 2: Goals

Instructions

This summary section is to be used to compile individual board member responses. 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 rating and comments to be presented to the superintendent, the summary form, without the column titled "number of board members marking each rating," can be used as the final evaluation document for part 2. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Ratings of Board – Part 2: Goals

This section is to be used by the designated board member to compile the results of all of the individual board members.

Goal 1:

Summary Rating — Goal 1:

0   UNACCEPTABLE

1   NEEDS IMPROVEMENT

2   GOOD

3   EXCELLENT

4   OUTSTANDING

Comments:

Summary Part 2: Goals

Goal 2:

Summary Rating — Goal 2:

0   UNACCEPTABLE

1   NEEDS IMPROVEMENT

2   GOOD

3   EXCELLENT

4   OUTSTANDING

Comments:

Summary Part 2: Goals

Goal 3:

Summary Rating — Goal 3:
0 UNACCEPTABLE
1 NEEDS IMPROVEMENT
2 GOOD
3 EXCELLENT
4 OUTSTANDING

Comments:

Summary Part 2: Goals

Goal 4:

Summary Rating — Goal 4:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Summary Part 2: Goals

Goal 5:

Summary Rating — Goal 5:

0   UNACCEPTABLE

1   NEEDS IMPROVEMENT

2   GOOD

3   EXCELLENT

4   OUTSTANDING

Comments:

Superintendent Evaluation
Part 3: 360-Degree Evaluation

Instructions for Board and Superintendent

The 360-degree evaluation is a superintendent-led part of the evaluation process that asks constituents for input leading to appropriate professional development and changes in interpersonal and administrative methods. The questions should be designed by the superintendent and the responses collated and summarized by the superintendent. The purpose of the 360-degree evaluation is to give the superintendent information he or she might not receive from board members.

Suggested evaluators: School board members, teachers, administrators, parents, support staff, 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:

Step 1: Identify and define the questions to be asked of evaluators or the goals/competencies to be evaluated.

Suggested questions:

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 regards to the superintendent's role in our district? Please list specific examples.
3. What areas offer room for improvement? Please 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, school board members, parents and community members. The number of respondents should be high enough to give fair representation to all groups. Responses should be anonymous.

Continued

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.

Step 5: Develop an action plan to improve on successes and address concerns raised from the 360-degree survey responses.

Superintendent Evaluation Forms
Part 3: 360-Degree Evaluation

You have been selected to participate in a "360-degree evaluation" of the superintendent of schools. 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 weakness, 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:

> **0   UNACCEPTABLE**
>
> **1   NEEDS IMPROVEMENT**
>
> **2   GOOD**
>
> **3   EXCELLENT**
>
> **4   OUTSTANDING**

Explanation of your rating, examples:

Question 2:

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

The superintendent's performance:

    0 UNACCEPTABLE

    1 NEEDS IMPROVEMENT

    2 GOOD

    3 EXCELLENT

    4 OUTSTANDING

Explanation of your rating, examples:

Superintendent 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:

        0 UNACCEPTABLE

        1 NEEDS IMPROVEMENT

        2 GOOD

        3 EXCELLENT

        4 OUTSTANDING

Explanation of your rating, examples:

ORS 192.660

192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits. (1) 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 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

342.513 Renewal or nonrenewal of contracts for following year. (1) 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. 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 spread upon 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. [Formerly 342.635; 1975 c.770 §47; 1979 c.714 §1; 1997 c.864 §24]

ORS 342.120(1)

342.120 Definitions. As used in this chapter, unless the context requires otherwise:

(1) "Administrator" includes all superintendents, assistant superintendents and principals in the public schools or education service districts.

Sample Summary of Superintendent's Annual Evaluation by the Community School Board

The board of directors of the school district has completed the annual evaluation of Superintendent Sample for 200_. The past year has been a positive one (or a challenging one) for education in our school district. All five school 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) the goals for the district by the board and superintendent last year and 3) a 360-degree review of the superintendent's performance by a representative group of the community.

In the areas of the nine professional standards, we have determined that Superintendent Sample's performance was excellent in the areas of leadership and district culture, communications and community relations, and organizational management. In the areas of policy governance, curriculum planning and development and labor relations the board felt his performance was outstanding. Instructional leadership, human resources management and values and ethics of leadership all received a rating of good.

The board determined that Superintendent Sample 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 success at achieving the goal of improving staff morale and retaining professional staff was rated good. The achievement of success in meeting the third goal, to raise high school math competency and performance on tests, was also rated good.

Superintendent Sample chose to distribute a 360-degree evaluation to members of the staff and community for feedback on his 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 also shared with us his desire to further improve staff morale and focus on bringing the community together in support of the schools.

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

Goal-Setting Worksheet

Goal Statement:

Action Steps	Timeline	Estimated Resources	Who is responsible?
1.			
2.			
3			
4.			
5.			
Evaluation Plan:		Communication Plan:	

Additional copies of OSBA's *Superintendent Evaluation Workbook* can be purchased for $6.00 each plus shipping charges. Or, you can download the workbook free of charge from the Leadership Services section at *www.osba.org.* Look for "Superintendent Evaluation Workbook."

To schedule an individual board workshop on superintendent evaluations, contact the OSBA Board Development and Policy Services department:

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