

## OVERVIEW

Evaluation of the superintendent is one of the school board's most important jobs. A high quality superintendent evaluation process helps develop good board-superintendent relationship, provides clarity of roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability. The evaluation process involves four core board-governing roles:

1. Vision: Goal setting
2. Structure: Developing a clear written evaluation plan and timeline
3. Accountability: Measuring the superintendent's performance
4. Advocacy: Communication of the goals and progress among the board, superintendent and community.

This evaluation process has been designed to not only review previous expectations but also for communicating future expectations. This evaluation is designed to be a tool for the board to determine whether goals and expectations have been successfully completed.

This evaluation tool will help answer the questions:

- What should we evaluate?
- How can we do it objectively and fairly?
- When should the superintendent's evaluation take place?

The superintendent's job 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 help the superintendent 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.

The Superintendent evaluation process is legally required per Wisconsin Administrative Code PI 8.01(2)(1)(q); *Each school board shall: (3) ... Board is responsible for evaluating the District Administrator.*

## THE THREE PART EVALUATION PROCESS

This evaluation process is a three-step process consisting of Superintendent's Self-Evaluation and optional 360 degree evaluation, Performance Goals, and Performance Standards.

**Step 1:** The Board and Superintendent will meet to conduct a pre-evaluation discussion. At this time, the Superintendent will provide results of a self-evaluation using the Performance Standards and recommendations for Performance Goals. Plans for and/or results of a 360 degree evaluation may also be discussed at this time. The School Board and Superintendent will collaboratively develop Performance Goals.

**Step 2:** Mid-way through the evaluation year, the Board and Superintendent will discuss progress toward goals established in Step 1 and preliminary Performance Standard ratings by Board members. Part 1, Performance Standards, is designed to be filled out by individual board members. Their responses are compiled into a summary by a designated board member.

**Step 3:** The Board and Superintendent will discuss results of the Performance Goals and Performance Standards. A consensus report is prepared by the board for discussion with the superintendent. The Superintendent will provide status of Performance Goals, post-Self Evaluation and optional 360 Degree Evaluation.

### **Part 1: Performance Standards**

*Part 1 – Performance Standards* rates observable behaviors and/or performances by the superintendent. Professional standards for the superintendent position have been selected by the board as appropriate behaviors to exhibit in order to lead a successful school district. These standards will serve as the foundation of the performance evaluation. The seven standards are: 1. Relationship with the board, 2. Community Relations, 3. Superintendent/Staff Relations, 4. Business and Finance, 5. Educational Leadership, 6. Personal Qualities, and 7. Achievement of Goals Determined by Board of Education.

For each professional standard, performance expectations are listed that provide specific behaviors that reflect the overall standard. The expectations are to reduce the evaluation's subjectivity by assisting board members evaluate the superintendent on observable actions, behaviors, outcomes and/or products.

### **Part 2: Performance Goals**

*Part 2 –Performance Goals* evaluates progress towards the goals established by the board and superintendent at the beginning of the evaluation cycle. Each year, the board and superintendent should meet to develop a clear set of goals for the organization and/or superintendent performance for the coming year. The board's role is to set end results that clarify the board's 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 & Self 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 working with the superintendent outside the board/superintendent relationship. Observers may include staff, parents and community members who may not have input in parts 1 and 2 of the evaluation process.

The 360-degree evaluation should only be used if the superintendent chooses to use it for feedback. The individuals who give feedback and the questions posed to these outside observers should be selected by the superintendent, or jointly by the superintendent and board. The superintendent compiles that information to share with the board at the performance review. The 360-degree evaluation should be presented to the board at the evaluation pre-conference.

## **COMPILING RESULTS**

The board will meet in executive session to discuss board members individual results in order to agree on a consensus evaluation that will be presented in the evaluation conference with the superintendent. The individual responses in parts 1 and 2 are worksheets only. Individual ratings and comments may be compiled prior or during an executive evaluation meeting. Either way, each board member should have their individual worksheets at the executive session in which to refer to while engaging in discussions with the other board members.

## **THE RATING SYSTEM**

To determine a rating for each performance indicator, board members need to base their judgments on a variety of data sources such as;

- formal observations,
- informal observations,
- district goal achievement gains,
- student performance,
- superintendent self-evaluation,
- 360-degree evaluation, and
- products or artifacts that reflect the superintendent's efforts in leading the school.

Products or artifacts may include communication materials, promotional materials, media exposure, special events, environment or facility improvements/designs/cultural indicators.

While ratings need to reflect the actual performance of the superintendent, board members will need to make qualitative judgments in determining the quality of the superintendent's performance. The board members are to provide comments that reflect the reasoning behind their rating of the particular performance standard.

The rating system that has been selected for this evaluation system is a three point scale from 1, 2 or 3. Board members are rating the superintendent's competency at completing tasks required in the job description, the contract and the standards of performance listed in the evaluation process. The rating choices are:

<b>Rating</b>	<b>Description</b>
<b>1 – Does not meet expectations</b>	Performance that is not completing expected tasks and/or is showing incompetence in the job and may be causing harm to the district.
<b>2 – Meets expectations</b>	Performance is completing tasks at a competence level that is to be expected by the superintendent.
<b>3 – Exceeds expectations</b>	Performance is exceeding expectations by completing tasks beyond board expectations and/or completing tasks at a very high level of skill.

## EVALUATING 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. The evaluation form for Performance Standards and Goals 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 allows the superintendent to receive additional input from select individuals at the superintendent's discretion, in what may be a more subjective manner.

This evaluation process includes elements that aim to increase the subjectivity of the evaluation. Here is a description of each element:

- *Documentation:* The superintendent evaluation form is more than a checklist. It requires the 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. Performance Standards of the process includes a list of performance expectations for each standard. The expectations can be viewed or described as "observable behavior or performance indicators."
- *Performance Ratings:* The rating scale in this evaluation process is clear in its evaluation of performance standards. A simple Does not Meet, Does Meet or Exceeds Expectations focuses the board members to directly and clearly rate the performance standard.
- *Written Comments:* Written comments will help clarify the performance ratings and overall evaluation. The written comment sections provide the board with the opportunity to deliver specific constructive criticism and/or accolades of performance. While each board member is to provide their individual comments, the board should speak with one voice in making written comments on the final summary evaluation form.
- *Superintendent Response:* The superintendent shall have the opportunity to provide a written response to the evaluation that will be a permanent attachment of the evaluation in the superintendent's personnel file.
- *Public Meeting Law:* The board will hold executive session to evaluate the performance of the superintendent unless the superintendent requests it be done in open session (WI Stat: 19.85 (1)(e)).
- *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 documentation and process to be used, the documentation of the superintendent's performance and a summative evaluation conference.

# Evaluation Timeline & Evaluation Actions

## JULY - AUGUST

1. Pre-Evaluation:
  - a. Board and superintendent review superintendent job description along with the evaluation process, forms and timelines for the upcoming school year.
  - b. Superintendent and board set goals for the upcoming year.
  - c. Superintendent and board clarify short and long range plans for the district.

## DECEMBER

2. Superintendent Self-Evaluation Report:
  - a. The superintendent provides the board in executive session with a self completed Part 1 and 2 forms. The superintendent, if they so choose, is to provide a completed 360-degree evaluation for board review.
3. Evaluation Pre-Conference:
  - a. In executive session the board is to meet to discuss individual evaluation forms from Part 1 and 2. The board is to develop and approve an official written evaluation document to be shared with the superintendent.

## JANUARY

4. Evaluation Conference:
  - a. The board and superintendent meet in executive session to discuss and clarify the results of the evaluation documents. The evaluation documents may be modified based on the conference and the superintendent may choose to add a written superintendent's response as an attachment to the official evaluation document.
  - b. A copy of the final written evaluation form is placed in the superintendent's personnel folder.

## FEBRUARY

5. Contract Extension Review:
  - a. The board is to meet in executive session to determine the continuation, extension or termination of the superintendent's contract.

# SEVASTOPOL SCHOOL DISTRICT

## Superintendent Evaluation: Performance Standards

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**Instructions:** For each category, please rank each performance expectation according to the rating key provided.

**(Recommend that ratings for indicators are used by individual Board members as process and to guide discussion, but that a single rating 1-5 be the final result contributed to the final evaluation.)**

Rating	Description
<b>1 – Does not meet expectations</b>	Performance that is not completing expected tasks and/or is showing incompetence in the job and may be causing harm to the district.
<b>2 – Meets expectations</b>	Performance is completing tasks at a competence level that is to be expected by the superintendent.
<b>3 – Exceeds expectations</b>	Performance is exceeding expectations by completing tasks beyond board expectations and/or completing tasks at a very high level of skill.

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|--|----------|----------|----------|
| <b>I. Relationship with the Board</b>                                    | <b>1</b> | <b>2</b> | <b>3</b> |
| A. Keeps the Board informed  |          |          |          |
| B. Provides adequate meeting materials and background information        |          |          |          |
| C. Answers Board questions thoroughly                                    |          |          |          |
| D. Invites Board participation in District activities                    |          |          |          |
| E. Assists in development, recommendation and administration of policies |          |          |          |
| F. Contributes to a climate of teamwork                                  |          |          |          |
| G. Encourages Board development  |          |          |          |
| H. Works with the Board to establish goals and plans for the future      |          |          |          |
| I. Openly accepts Board input and is responsive to Board directions      |          |          |          |

**Performance Indicators and/or written comments:**

<b>II. Community Relations</b>	<b>1</b>	<b>2</b>	<b>3</b>
A. Projects a positive image of the school district			
B. Seeks 2-way communication with all groups (i.e. parents, civic groups, governmental units)			
C. Seeks input from the community			
D. Maintains good media relations			
E. Encourages collaborative relationships with business, industry, government, and labor (Career Center, School to Work, CAS, etc)			
F. Is “approachable” by members of the community			
G. Prepares quality annual report and shares it with the community			
H. Demonstrates good listening skills			
I. Is trustworthy			
J. Establishes direct communication links with parents and community members (community outreach)			

**Performance Indicators and/or written comments:**

<b>III. Superintendent/Staff Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>
A. Establishes internal communication systems			
B. Demonstrates impartiality in personnel matters			
C. Develops sound personnel practices			
D. Ensures timely evaluation of personnel			
E. Shows concern for the welfare of staff			

- F. Delegates both responsibility and authority
- G. Provides staff recognition for contribution towards goals
- H. Recruits competent staff
- I. Establishes staff development programs
- J. Promotes sound collective bargaining relations
- K. Involves the staff in strategic planning
- L. Fosters team spirit and is “a part of the team”
- M. Visits buildings on a regular basis

**Performance Indicators and/or written comments:**

**IV. Business and Finance**

**1**

**2**

**3**

- A. Recommends appropriate budgets to the Board
- B. Prepares and recommends appropriate budget revisions to the Board
- C. Ensure complete financial controls/audits
- D. Regularly reports to the Board on district budget and finances
- E. Informs the Board on current or proposed funding issues
- F. Develops facilities management plans and procedures
- G. Seeks alternative funding sources
- H. Manages bonding programs (when applicable)
- I. Supervises facilities improvement
- J. Demonstrates inclusion of administrative staffing in the budget process and ongoing financial issues
- K. Develops a fair distribution of resources between various district programs.

**Performance Indicators and/or written comments:**

<b>V. Educational Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>
A. Projects a strong leadership image			
B. Demonstrates enthusiasm in carrying out job responsibilities			
C. Demonstrates knowledge of procedural aspects of the job			
D. Seeks to learn and improve			
E. Keeps focus on student achievement			
F. Demonstrates awareness and implements current research and best practices			
G. Responds to external and internal customer needs			
H. Facilitates development and implementation of long and short term educational goals for the district			
I. Develops, maintains and evaluates a dynamic and responsive curriculum			
J. Encourages staff to improve skills as needed			

**Performance Indicators and/or written comments:**

<b>VI. Personal Qualities</b>	<b>1</b>	<b>2</b>	<b>3</b>
A. Elicits respect in the community, school and among peers			
B. Accepts constructive criticism and responds appropriately			
C. Writes and speaks clearly and effectively			
D. Is assertive, but tactful			
E. Maintains poise and composure in the face of crisis/criticism			
F. Is business like and professional in appearance			
G. Projects a caring attitude			
H. Displays a sense of humor			
I. Demonstrates emotional control			

**Performance Indicators and/or written comments:**

**VII. Achievement of Goals Determined by Board of Education    1            2            3**

- A. Works with the Board to establish goals for action – and then makes a concerted effort to accomplish such goals
- B. Progress toward Goal #1
- C. Progress toward Goal #2
- D. Progress toward Goal #3

**Performance Indicators and/or written comments:**

## Superintendent Evaluation: Performance Goals

*This page is for the board to review each individual goal.*

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**Goal Statement #1:** *Sample goal statement provided in this space.*

**Performance Indicators and/or written comments:**

**Goal Statement #2:** *Sample goal statement provided in this space.*

**Performance Indicators and/or written comments:**

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**Goal Statement #3:** *Sample goal statement provided in this space.*

**Performance Indicators and/or written comments:**

## Superintendent Evaluation: 360-Degree Evaluation

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### *Instructions for Board and Superintendent:*

The 360-degree evaluation is a superintendent-led part of the evaluation. The superintendent selects constituents to respond to questions posed by the superintendent. The questions are to be designed, 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 as well as providing the board with a broader evaluation base.

Suggested evaluators include: teachers, administrators, parents, support staff, or other community members with whom the superintendent regularly interacts. The evaluation provides a variety of stakeholders an opportunity to voice their understanding of how the top educational leader is performing.

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### *Steps for the superintendent:*

**Step 1:** Decide the questions to be asked of evaluators or the goals/competencies to be evaluated.

**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.

**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: 360-Degree Evaluation *(Sample)*

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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.

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### ***Question 1:***

***The superintendent’s performance for this standard:*** \_\_\_\_\_

1 – Does Not Meet Standard

2 – Meets Standard

3 – Exceeds Standard

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***Comments:***

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

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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 seven 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) seven 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 **seven** professional standards, we have determined that Superintendent Sample's performance was excellent in the areas of relationship with the board, business and finance, and community relations. In the areas of educational leadership, personal qualities and achievement of goals the board felt his performance was above average. Staff relationships received a rating of average. *(Board designee writing the summary should include specific references to the superintendent's job performance that warrant each of the scores).*

The board determined that Superintendent Sample has done an excellent 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 above average. The achievement of success in meeting the third goal, to raise high school math competency and performance on tests, was also rated above average.

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.