

This has been a particularly stressful year for almost everyone, including students, parents, staff, superintendents, and board members. It might be appropriate to consider showing an extra dose of graciousness as you move into your superintendent evaluation process. Communication and fairness are key pillars in the process for evaluating the superintendent. This past year has asked a lot of superintendents in managing and responding to a global pandemic and sweeping wildfires and the corresponding challenges with flexible academic plans, financial strain, and the much needed mental health supports. We expect leaders to be flexible and to demonstrate sound judgment in both planning and responding, but this year has asked a lot more.

Your superintendent evaluation process is about more than the performance of a single person. It is also a planning tool. One of the greatest benefits of this year's superintendent evaluation is perhaps the opportunity to see how your system might improve its approach to safety and continuation of educational services when your original plans become second priority.

We are not advocating for major changes to the superintendent evaluation process, however, we are providing some alternate descriptors to be substituted or added for each of the eight superintendent performance standards to acknowledge some of the heroic efforts required of superintendents this year.

Additional Descriptors for COVID 2020-21

1. Visionary District Leadership

Led the planning and transitions between in person and remote instruction during the global pandemic, relying on the metrics and guidance from the local health authority and ODE.

2. Ethics and Professional Norms

Made ethical recommendations and decisions for students and staff during the global pandemic based on state metrics and health authority guidelines.

3. Inclusive District Culture

Identified and utilized appropriate resources to provide critical mental health supports to students and staff during the global pandemic.

4. Culturally Responsive Instructional Leadership and Improvement

Assembled teams and developed academic plans, whether in Limited In Person Instruction, Comprehensive Distance Learning, Hybrid or In Person instruction, that prioritized the needs of our most vulnerable students.

5. Communication and Community Relations

Developed a system for communicating with staff and students in a timely manner during the ever-changing components of school in a global pandemic.

6. Effective Organizational Management

Utilized staff to the most effective extent possible during the global pandemic and worked with associations to come to agreement on unique working conditions related to the pandemic environment.

7. Effective Financial Management

Utilized all available resources and funding to effectively manage the finances of the district during the global pandemic.

8. Policy, Governance and Advocacy

Implemented state and local guidance during the pandemic and participated in the advocacy needed to access supports and plans for serving students during this difficult time.

Some board-superintendent teams have agreed to shift their evaluation to focus heavily on how the superintendent has handled safety and continuation of educational services following the COVID-19 interruption.

A time for flexibility and opportunities to improve