SUPERINTENDENT EVALUATION

A Guide for School Boards

OREGON SCHOOL BOARDS ASSOCIATION

June 2014

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 Board Development and Policy 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.

Betsy Miller-Jones

Betsy Miller-Jones
OSBA Executive Director

Superintendent Evaluation Workbook

Contents

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 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: 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 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. 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 to inform them in preparing their 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 provide a baseline understanding of the superintendent's performance.

OSBA recommends the ISLLC standards augmented by professional standards developed by the American Association of School Administrators (AASA) with the National School Boards Association (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, rubrics are 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

A 360-degree evaluation allows the board and 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 understand that 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 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

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. 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.

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 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.

There is no longer a requirement that "standards, criteria and policy directives to be used in evaluating the chief executive officer" must

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. However, this process does not seem to match what most districts have, which is two- to three-year contracts. As a result, the most common 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 they intend to extend the term, or issue a new contract. This is also a good time to look 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 should we evaluate a superintendent/principal?

In 2011, the Oregon Legislature passed SB 290 which directed the State Board of Education, in consultation with the Teacher Standards and Practices Commission, to "adopt statewide core teaching standards to improve student academic growth and learning by assisting school districts in determining the effectiveness of teachers and administrators and improving professional development and classroom and administrative practices."

ORS 342.856 (4) A school district board must include the core teaching standards adopted under this section for all evaluations of teachers and administrators of the school district.

The Oregon Department of Education (ODE) has issued a guidance document (http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/guidance-for-sb-290-evaluations.pdf) which defined an administrator as "any licensed educator (ORS 342.125 & 342.144), the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district."

ODE also addressed the dual superintendent and principal roles (http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/faqs-for-educator-effectiveness.pdf).

How will individuals filling the dual roles of superintendent and principal be evaluated?

An individual filling the dual roles of principal and superintendent is considered to be 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 SB290, it is up to local school boards to determine how these individuals are evaluated.

Timeline

Timeline	*Action*
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.
No later than the 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 to 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 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).
	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.

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. 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. Please return your completed forms to the board chair or designated board member for compilation. The designated board member or chair 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 listed only to help you think about the standard.)

The superintendent:

1.1 Collaboratively develops and implements a shared vision and mission;

1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;

1.3 Creates and implements plans to achieve goals;

1.4 Promotes continuous and sustainable improvement; and

1.5 Monitors and evaluates progress and revises plans.

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

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 nor enforces district policies.	Engages minimally in policy work.	Fully engaged in policy work.	Develops an exemplary system of policy consideration and revision.
Behavior indicates a lack of value in a healthy working relationship with the board.	Unevenly or inequitably enforces policies.	Appropriately and equitably enforces policies.	The district takes pride in the equitable enforcement of district policies.
Does not engage the board in the work of advancing organizational goals.	Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.	Demonstrates reasonable value of a healthy working relationship with the board.	Proactively and effectively engages the board in the work of advancing organizational goals.
	Unevenly engages the board in the work of advancing organizational goals.	Effectively engages the board in the work of advancing organizational goals.	

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 as a whole, responding to community feedback and building community 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 and forming opinions as well as how to work with the media.

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

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; and

4.5 Ensures teacher and organizational time is focused to support quality instruction and student learning.

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

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.)

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.

Continued

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

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 and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program 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 and learning; and

6.9 Monitors and evaluates the impact of instruction.

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

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

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

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.

Board Ratings Summary Forms
Part 1: Performance Standards

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

Standards	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Average Rating
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
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	Exemplary
3.0 - 3.5	Strong
2.5 - 3.0	Average
2.0 - 2.5	Needs improvement

Board Ratings Summary Forms
Part 1: Performance Standards

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

Standard 1: VISIONARY LEADERSHIP

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:
1 INEFFECTIVE
2 DEVELOPING
3 EFFECTIVE
4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 2: POLICY AND GOVERNANCE

This standard describes the superintendent's ability to work with the board to formulate internal and external district policies, define mutual expectations of performance with the board and demonstrate good school governance to staff, students and the community at large.

Summary Rating — Standard 2:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications and engagement with students, staff, parents, media and the community as a whole. It also stresses responding to community feedback and building community support for and engagement with the district.

Summary Rating — Standard 3:

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

Comments:

Board Ratings Summary Forms
Part 1: Performance Standards

Standard 4: *EFFECTIVE 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:

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

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:

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. 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:
1   INEFFECTIVE
2   DEVELOPING
3   EFFECTIVE
4   ACCOMPLISHED

Comments:

Standard 7: RESOURCE MANAGEMENT

This 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:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Standard 8: ETHICAL LEADERSHIP

This standard 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:

1 **INEFFECTIVE**

2 **DEVELOPING**

3 **EFFECTIVE**

4 **ACCOMPLISHED**

Comments:

Standard 9: LABOR RELATIONS

This 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:

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

The superintendent's performance rating:
(circle one rating only for each goal)

    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

The superintendent's performance rating:

(circle one rating only for each goal)

> **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

The superintendent's performance rating:

(circle one rating only for each goal)

     1 INEFFECTIVE

     2 DEVELOPING

     3 EFFECTIVE

     4 ACCOMPLISHED

Comments:

Goal Statement 4:

Performance Indicators:
(Insert indicators of success here)

4.1

4.2

4.3

4.4

4.5

The superintendent's performance rating:
(circle one rating only for each goal)

1   INEFFECTIVE

2   DEVELOPING

3   EFFECTIVE

4   ACCOMPLISHED

Comments:

Goal Statement 5:

Performance Indicators:
(Insert indicators of success here)

       5.1

       5.2

       5.3

       5.4

       5.5

The superintendent's performance rating:
(circle one rating only for each goal)

       1 INEFFECTIVE

       2 DEVELOPING

       3 EFFECTIVE

       4 ACCOMPLISHED

Comments:

Summary Ratings Forms
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 ratings and comments to be presented to the superintendent, this form 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.

Goal 1:

Summary Rating — Goal 1:

1 **INEFFECTIVE**

2 **DEVELOPING**

3 **EFFECTIVE**

4 **ACCOMPLISHED**

Comments:

Goal 2:

Summary Rating — Goal 2:

1 INEFFECTIVE

2 DEVELOPING

3 EFFECTIVE

4 ACCOMPLISHED

Comments:

Goal 3:

Summary Rating — Goal 3:
1   INEFFECTIVE
2   DEVELOPING
3   EFFECTIVE
4   ACCOMPLISHED

Comments:

Summary Ratings Forms
Part 2: Goals

Goal 4:

Summary Rating — Goal 4:
1 **INEFFECTIVE**
2 **DEVELOPING**
3 **EFFECTIVE**
4 **ACCOMPLISHED**

Comments:

Goal 5:

Summary Rating — Goal 5:
1 **INEFFECTIVE**
2 **DEVELOPING**
3 **EFFECTIVE**
4 **ACCOMPLISHED**

Comments:

Evaluation Forms
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 superintendent should design the questions and collate and summarize responses. The purpose of the 360-degree evaluation is to give the superintendent information he or she might not receive from board members.

Suggested evaluators in addition to 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 regard 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.

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.

Evaluation Forms
Part 3: 360-degree Evaluation

You have been selected to participate in a 360-degree evaluation of our school district super-intendent. 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:

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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:

Sample: Evaluation Summary

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

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

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

Regarding the nine professional standards, we determined that Superintendent (name)'s performance was excellent in the areas of leadership and district culture, communications and community relations, and organizational management. In the areas of policy governance, curriculum planning and development and labor relations, the board felt his/her 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 (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.

Goal-Setting Worksheet

Goal Statement:

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

Pertinent Oregon Revised Statutes (ORS)

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 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. [Formerly 342.635; 1975 c.770 §47; 1979 c.714 §1; 1997 c.864 §24; 2005 c.22 §236]

ORS 342.120(1)

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

(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents and principals in the public schools or education service districts.

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┌─────────────────────────────────────┐
│  Oregon School Boards Association    │
│       Selected Sample Policy         │
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Evaluation of the Superintendent

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 332.505
ORS 342.513
ORS 342.815
OAR 581-022-1720

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

You can access publications online at www.osba.org. Click on My OSBA/Member Resources.

To schedule an individual board workshop on superintendent evaluations, contact the OSBA Board Development department.

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