

# *Cape Elizabeth School Board*

## *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:

- ⑥ Vision: Goal setting.
- ⑥ Structure: Developing a clear written evaluation plan and timeline.
- ⑥ Accountability: Measuring the superintendent's performance.
- ⑥ 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 know, 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:

- ⑥ What should we evaluate?
- ⑥ How can we do it objectively and fairly?
- ⑥ When should the superintendent's evaluation take place?

CE School Board 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?

### ***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. CE School Board has developed an additional standard that enhances the other eight. These standards serve as the foundation of the performance standards section of the CE School Board Superintendent Evaluation Form.

For each professional standard, AASA has identified performance indicators that can help you discern whether the standard has been attained. CE School Board 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: Superintendent Self-Evaluation***

The results of the 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 for 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 CE School Board 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.

### ***When should the superintendent's evaluation take place?***

#### ***Pre-Evaluation***

At 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 fall is ideal because it allows the incorporation of district goals into budget planning, staffing, and professional development for the coming year. Agreement on the form, process and timeline should also be in place.

#### ***Contract Extension Review***

By December 31, superintendents must be notified about extension or non-extension of their current contract. Other timelines may also exist within the superintendent's contract itself. In order to make these decisions, a performance review should take place prior to these deadlines so that the board can make informed judgments about continuation of employment.

#### ***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. This timeline allows the superintendent time to plan for the ensuing year. The goals should be publicized to keep the district informed.

## *Superintendent Evaluation Timeline*

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<i>Timeline</i>	<i>Action</i>
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.
September	3. Board and superintendent review superintendent job description and the evaluation process, forms and time lines to be used next year.
December	4. Superintendent reports interim progress on district goals to the board. Board votes on renewal or termination of contract.
April-May	Superintendent prepares self-evaluation, and collates the results to be shared with the board. 6. Board members complete Part 1 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.
May-June	8. 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. 9. A copy of the final written evaluation form is placed in the superintendent's personnel folder.
As soon as evaluation is complete.	10. The results of the evaluation and progress on district goals are shared with the community 11. Return to the beginning of the cycle.

# *Superintendent Evaluation Forms*

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## *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.

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### ***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.

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### ***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 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.

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#### ***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.

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### ***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.

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### ***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.

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### ***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.

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### ***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 policies, 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.

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### ***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.

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### ***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*

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This section is to be used to record the responses of all 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.

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#### *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:*

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***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:***

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***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:***

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***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:***

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***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:***

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***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:***

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***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:***

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***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:***

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***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:***