

SCSBA superintendent evaluation folder/insert

This roadmap-themed 9x12 cardstock folder with 8.5x11 insert was distributed at the SCSBA 2011 annual convention.

9x12 folder (front)

model superintendent evaluation process for school boards

school boards roadmap to success

history and purpose of the evaluation process

Very few responsibilities of a local school board and superintendent are more important than a positive and supportive relationship toward each other. As the school district's board of directors, the board focuses on policy, setting a vision for schools, approving a school budget, and providing the critical link between the school district and the community. As CEO of the school district, the superintendent is charged with implementing board policy, providing support in establishing and pursuing a goal of academic excellence, and overseeing all aspects of the basic administration of the large and complex organization that makes up a school district. Clearly, the formal evaluation process of the superintendent exists as a component of that relationship.

A joint working committee of the South Carolina School Boards Association (SCSBA) and the Superintendents' Division of the South Carolina Association of School Administrators (SCASA) developed an **evaluation process** designed to assist both the board and the superintendent on how to approach the evaluation process in a professional and productive manner. While it is a process that captures most of the major concepts of an effective evaluation system, more importantly, it is designed to be a performance improvement instrument for the superintendent and school district. School boards and superintendents should feel free to use any or all parts of the process to fit their needs.

South Carolina School Boards Association scsba.org South Carolina Association of School Administrators scasa.org

9x12 folder (back)

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dimensions purposes

Dimensions of the Superintendent is designed to guide the thinking of board members as they prepare to discuss the superintendent's performance. It identifies three domains: educational leadership, district management, and board and community relationships. For each domain, there are goals or performance expectations, followed by sample indicators for each goal. Priority goals identified by the board and superintendent, along with Dimensions of the Superintendent, become the focus of the evaluation. Priority goals should be recommended by the superintendent and approved by the board at the beginning of each evaluation cycle (recommendation and approval of priority goals may be incorporated with the evaluation meeting and adoption of the evaluation report from the preceding year).

annual evaluation process summary beginning

- School board agrees to annually evaluate the superintendent's performance as part of its contract with the superintendent.
- School board, working with the superintendent, adopts an evaluation process and goals and indicators of performance tied to the district's strategic plan.
- School board selects an evaluation organizer who may be someone from outside of the district or a board member.

middle

- Superintendent provides progress report on goals and indicators of performance.

end

- Superintendent sends board members final progress report, which should include proposed priority goals for the coming year.
- Evaluation organizer provides Dimensions of the Superintendent document to board members to guide their thought process and discussions.

be obtained by contacting SCSBA's Office of Leadership Development at **803.799.6007** or **800.326.3679**. Training programs conducted by SCSBA and SCASA will incorporate qualities from the process to promote quality school governance and educational leadership.

• Evaluation organizer discusses the superintendent's progress report and Dimensions of the Superintendent with each board member to prepare for the evaluation meeting.

• Evaluation organizer, working with the board, sets a special board meeting to discuss comments based on conversations with individual board members.

• Evaluation organizer records consensus opinions from board members' discussions. Dimensions of the Superintendent, progress report and goals/expectations for next year conducted during the special board meeting in executive session.

• Superintendent is invited into executive session to discuss the evaluation organizer's recorded consensus opinions and areas of focus for next year (individual board members may express differing opinions as information for the superintendent).

• School board, in open session, votes on approval of consensus report on the superintendent's strengths and areas of focus for next year as the official evaluation of the superintendent.

8.5x11 insert

dimensions of the superintendent

educational leadership

Performance expectation: The superintendent shall ensure that the district's educational program is designed to meet the needs of all students and to provide a high quality education for all students.

Board indicators

- 1. Communicates with the superintendent to ensure that the district's educational program is designed to meet the needs of all students and to provide a high quality education for all students.
- 2. Approves the superintendent's annual report on the district's educational program.
- 3. Approves the superintendent's annual report on the district's educational program.
- 4. Approves the superintendent's annual report on the district's educational program.
- 5. Approves the superintendent's annual report on the district's educational program.

Superintendent indicators

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district management

Performance expectation: The superintendent shall ensure that the district's educational program is designed to meet the needs of all students and to provide a high quality education for all students.

Board indicators

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- 2. Approves the superintendent's annual report on the district's educational program.
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board and community relations

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9x12 folder (interior)

annual evaluation purposes

School boards should evaluate the superintendent's performance at least once a year. The evaluation provides boards with an opportunity to assess its working relationship with the superintendent, as well as its work as a team to promote district goals. Evaluating the superintendent's performance begins with reviewing the sound factors and characteristics that the board used in hiring the superintendent. These factors and characteristics should be used to evaluate the superintendent's subsequent performance.

The purpose of evaluating the superintendent should be to:

- Enhance the working relationship between the superintendent, district, and the school board and its officers.
- Provide dialogue and feedback on progress achieved between annual evaluations.

annual evaluation timeline

- 1. The board agrees to annually evaluate the superintendent at the beginning of their relationship.
- 2. The board and superintendent agree on the evaluation process and determine who will serve as the evaluation organizer. The evaluation organizer may be an outside facilitator (SCSBA staff, attorney, professor, consultant, etc.) or a member of the board.
- 3. The superintendent proposes priority goals and indicators of performance he/she recommends for inclusion in the evaluation process. Recommendations should be based on the district's strategic improvement plan, long range objectives, accreditation reports, etc.
- 4. The school board formally adopts the priority goals and indicators of performance to be included in the evaluation process.
- 5. The school board formally adopts Dimensions of the Superintendent (see insert) to prepare and guide board members' thinking and discussion of the superintendent's performance.
- 6. The superintendent provides the board a progress report on the priority goals and indicators of performance. This may take place at a regular board meeting, work session or special call meeting to discuss progress. Such progress reports or discussions may occur earlier and may be ongoing if deemed appropriate by the board and superintendent.

evaluation cycle

start

mid-way

meeting

end

Report's Option

information from the conversations with board members and leads board members in discussions on three areas: strengths, areas for improvement, and specific improvements and future priority goals.

12. When board members have varying perceptions of the superintendent's performance, they will discuss the reasons for their views and the evaluation organizer will identify a consensus or prevailing view.

13. The evaluation organizer will take notes on consensus or prevailing views related to progress on priority goals, Dimensions of the Superintendent, and areas for individual and district improvement.

14. The superintendent is invited to return to the executive session to discuss areas of strength, areas needing improvement, specific improvements and future priority goals as presented by the evaluation organizer.

15. The superintendent may express views or concerns that differ from those shared by the evaluation organizer. The superintendent is expected to take action based on individual comments.

16. The superintendent can respond and ask questions about the board's consensus or prevailing views presented by the evaluation organizer.

17. The board can approve or disapprove the written evaluation report compiled by the evaluation organizer at a meeting that becomes the superintendent's evaluation report.

18. A copy of the approved evaluation report is kept on file in the district office.

19. The superintendent evaluation process will be conducted in accordance with the South Carolina Freedom of Information Act.

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