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Introduction to the superintendent's performance evaluation

Careful preparation offers improved communication, deeper understanding, and enhanced mutual appreciation and respect

Your performance evaluation should go far beyond the marginal value of rating your skills and achievements.

CONTEMPLATE

The school board's performance evaluation of the superintendent is a significant factor in the board/superintendent relationship. The outcome can vary from contributing significant value to breeding distrust and dissension.

Establishing the goal is essential and should involve substantial thought; a clearly defined and constructive purpose is fundamental to the entire process. Without it, disappointment is certain. Targets commonly range from grading basic proficiencies to assessing achievement of the year's goals.

ORGANIZE

The experience can be meaningful and productive for everyone involved with attention and planning. It should incorporate opportunities for all parties to be heard and designed to establish improved communication, deeper

understanding, and enhanced mutual appreciation and support.

Given most board members' limited experience in this matter, it is generally ill-advised to leave them to their own devices. If respect for their authority and your relationship is made very clear at the onset, your guidance and assistance will nearly always be appreciated.

Considerations commonly include an introduction/orientation, confirming the purpose, clarifying confidentiality issues, establishing a timeline, scheduling meetings and deadlines, selecting the evaluation instrument, clarifying individual assignments, and recognizing responsibility for compiling the final report.

IMPLEMENT

With preparation, mutual clarity, and good reason for optimism, the superintendent can anticipate appreciation for his or her skills and abilities, improved communication, and deeper understanding, and respect.