

the **PROCESS**

It is not uncommon for the superintendent's evaluation to be a summary of a private board conversation at the end of the year written by the board president. Sometimes the outcome is a pleasant surprise, but other times it has disastrous effects on morale, relationships, and the future of the district.

Given the importance to the superintendent, the implications for the board/superintendent relationship, and the potential benefit to the district, it warrants much more consideration and planning. Following are some ideas to consider.



PREPARATION

- ✓ Establish district priorities
- ✓ Adopt board and district goals
- ✓ Set the superintendent's goals
- ✓ Define the criteria for assessing the superintendent's achievement of goals
- ✓ Identify how achievement of the criteria will be measured
- ✓ Determine a suitable evaluation instrument
- ✓ Calendar the timeline for reaching conclusion
- ✓ Set the ground rules
 - *Is the procedure private or transparent?
 - *Is input limited to members of the board or are stakeholders involved?
 - *Is the superintendent a spectator or a participant in final deliberations?
 - *Are the board comments anonymous or attributed?
 - *What is the process for reaching an assessment finding when members disagree?
 - *Is the outcome related to the superintendent's compensation? If so, how?
- ✓ Assign individual responsibilities

SEQUENCE

- A. July – August: Preparation
- B. Quarterly:
 - *Superintendent progress reports
 - *Board formative assessment and input
- C. June: Superintendent presents progress report aka self-evaluation
- D. June: Final

CONCLUSION

- Superintendent completes self-assessment using the selected instrument and distributes to the members of the board.
- Board members individually complete assessments using the selected instrument.
- Board members meet to review and discuss assessments and reach consensus.*
- Board president drafts a summary document for review and finalization by the full board.
- Board members meet with the superintendent to review the draft summary, receive input, and modify as agreed.
- Board president and sign final document, with original copies to personnel file and superintendent.

**Including the superintendent in at least a portion of the board's discussion and final deliberations can substantially enhance his or her understanding of member perspectives and concerns and often presents insights into how to accommodate individual needs as well as satisfy the entire board.*

GOAL CONSIDERATIONS

- Student assessment results
- Achievement gaps
- Political issues
- Prior practices
- Community pressures
- Employee concerns
- Staff development needs
- Condition of facilities
- Superintendent evaluation requisites
- Stakeholder perceptions