

**MAKING YOUR
SUPERINTENDENT
EVALUATIONS MEANINGFUL**

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AUTHORITY & DUTY TO EVALUATE

- Under state law, the local Board of Education is tasked with employing and evaluating a Superintendent.
- There is no legally mandated process for a Superintendent evaluation, but the evaluation process may be set out in the Superintendent’s contract or in local policy.
- The minimum evaluation expectations for Administrators, (other than Principals and A.P.s) are listed in Title 6, Chapter 69, Part 3 NMAC.

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BOARD/SUPERINTENDENT RELATIONSHIP

- The relationship between the Superintendent and the Board begins with an interview, continues through the negotiation of a contract, and then proceeds with consistent communication between the Board and the Superintendent.
- Ideally, the Superintendent evaluation process should be just another day in the routine communication between a Board and its Chief Executive Officer (CEO).

GENERAL EVALUATION PRINCIPLES

- In advance of the annual evaluation, the Board should set out the Superintendent evaluation process and instrument.
- The full Board should identify and include in the evaluation the performance standards, goals, and/or measures by which the Superintendent's performance will be assessed.

GENERAL EVALUATION PRINCIPLES

- It may be helpful to develop a schedule for more frequent feedback, not just the annual evaluation.
 - Feedback can and should be given throughout the year, whether formal or informal.
 - Do not wait until the formal evaluation to bring problems or concerns to the Superintendent's attention.

CHALLENGES IN EVALUATING THE SUPERINTENDENT

1. The Board may not have the job knowledge or expertise of the Superintendent.
2. The Board does not supervise or observe the Superintendent's daily activities and performance.
3. There are multiple evaluators, who may have very differing opinions about the Superintendent's performance.
4. Relationships between the superintendent and a board member(s) could interfere with an objective evaluation.

MINIMUM COMPONENTS

- No specific PED rules for Superintendent evaluations, but the PED administrator (other than Principals and A.P.s) evaluation regulations state:
 - All administrators must be involved in the development of evaluation criteria and data collection procedures before the evaluation system is implemented.

MINIMUM COMPONENTS

- The following components must be included in the evaluation:
 1. Data on the administrator's performance – ascertain the presence and extent of the mandatory competencies (*next slide*).
 - The Board must confer with the Superintendent, as soon as possible, after each data collection instance to ensure the adequacy, accuracy, and completeness of the information.
 2. Identify strengths and needed areas of growth.
 3. Collaborate with the administrator on any written plan for improvement or growth.

MANDATORY COMPETENCIES & INDICATORS

1. Demonstrates foresight, examines issues, and takes initiatives to improve the quality of education in the community:
 - a) enables staff, students, parents, and community to build a common vision;
 - b) articulates a vision and is able to make that vision concrete to others;
 - c) provides a learning environment and climate where creativity, risk taking, and experimentation are shared by all stakeholders;
 - d) understands, facilitates, and manages change in self, others, and the organization.

MANDATORY COMPETENCIES & INDICATORS

2. Embraces and encourages the acceptance of diversity:

- a) models respect, understanding, and appreciation for all people;
- b) addresses the special needs of groups and individuals;
- c) addresses the needs of multicultural, multilingual, multiracial, and economically diverse populations;
- d) promotes and supports recruitment and assignment of diverse staff;
- e) demonstrates sensitivity to alternative educational philosophies and methodologies.

MANDATORY COMPETENCIES & INDICATORS

3. Uses effective people skills to communicate:

- a) addresses the needs of staff, students, parents, and community;
- b) facilitates communication and the use of problem solving processes to promote teamwork, consensus, and inquiry;
- c) assists with the resolution of conflicts and stress;
- d) implements the staff evaluation process effectively;
- e) writes and speaks appropriately;
- f) keeps staff and community informed of pertinent information in a timely manner;
- g) utilizes appropriate listening skills.

MANDATORY COMPETENCIES & INDICATORS

4. Provides and maintains an environment where optimal student growth can take place

- a) understands and supports the goals and purposes of the organization;
- b) promotes learning as the primary purpose of the organization;
- c) collaborates and networks with community service agencies, other educational organizations and businesses, as appropriate;
- d) provides and maintains a safe and healthy environment that promotes positive student behavior;
- e) understands and encourages the application of human growth and development principles;
- f) assesses and evaluates program and staff effectively.

MANDATORY COMPETENCIES & INDICATORS

5. Demonstrates instructional leadership

- a) seeks out and provides staff with information on methodology, research, and current educational trends;
- b) identifies, accesses, and uses appropriate resources;
- c) makes reasonable decisions and accepts responsibility for those decisions;
- d) promotes collaboration and mutual sharing among teachers and staff;
- e) encourages and allows other to lead as appropriate;
- f) comprehends effective learning and teaching processes.

MANDATORY COMPETENCIES & INDICATORS

6. Demonstrates an understanding of the dynamics of the educational organization:

- a) develops positive school/community relations;
- b) demonstrates an understanding of the politics of school governance and operations;
- c) informs staff, parents, and community of relevant facts to aid in reaching informed decisions;
- d) exhibits skills in comprehending, interpreting, and supporting positions of the organization;
- e) exhibits skills in lobbying, negotiating, collective bargaining, policy development, and policy maintenance;

MANDATORY COMPETENCIES & INDICATORS

7. Effectively manages the resources for which responsible: personnel, finances, facilities, programs, and time

- a) implements district policies, state standards, and federal regulations and laws;
- b) organizes, coordinates, and supervises staff assignments and needs;
- c) carries out appropriate fiscal procedures;
- d) utilizes and maintains facilities;
- e) demonstrates efficient time management by establishing schedules and reasonable timelines for completing tasks;
- f) utilizes available technology to meet administrative objectives;
- g) utilizes participatory management techniques.

MANDATORY COMPETENCIES & INDICATORS

8. Uses supervision, staff development, and performance evaluation to improve the educational program:

- a) implements a collaborative process in staff development;
- b) identifies and acknowledges effective performance in objective terms;
- c) assists individual professional development planning;
- d) develops, implements and evaluates the staff development program, collaboratively utilizing a variety of resources;
- e) follows procedures and participates in training consistent with the state and local teacher performance evaluation plan;
- f) provides regular feedback on performance.

MANDATORY COMPETENCIES & INDICATORS

9. Maintains a familiarity with current educational issues through ongoing personal development

- a) meets statutory requirements;
- b) participates in local, state and other training opportunities;
- c) reviews current professional literature;
- d) continues to expand knowledge and awareness of programs within the school district.

OTHER EVALUATION CRITERIA?

- The Board may select or develop additional local criteria or goals, beyond those in the PED rules.
- Local priority criteria or performance goals may include major district initiatives or priorities that the Board believes warrant special time, focus, and resources on the part of the Superintendent; and/or specific management goals, for instance, a group of items that assess performance of the major, ongoing management responsibilities of the Superintendent.

WHEN DEVELOPING LOCAL CRITERIA AND GOALS

- Clearly define realistic measures of performance or success (whether long-term or short-term).
 - *E.g.* aspirational goals cannot be measured
- Ensure a Board mechanism for holding the Superintendent accountable.

WHEN DEVELOPING LOCAL CRITERIA AND GOALS

- Components of a good goal:
 - Simple: it addresses a single issue
 - Measurable: success can be measured and observed
 - Attainable: the goal is realistic and is something within the Superintendent's control
 - Results Oriented: there is value to the district
 - Time Driven: goal has a clear time frame

DEFINE SCORING TERMS

- The scoring or rating scale used by the Board should clearly identify and explain the terms used
- For example:
 - a) exemplary, meets competency;
 - b) highly effective, meets competency;
 - c) effective, meets competency;
 - d) minimally effective, does not meet competency; and
 - e) ineffective, does not meet competency.

COORDINATING THE EVALUATION PROCESS

- All Board members should be involved.
- Discussion should be held in closed/executive session to determine consensus regarding overall performance.
- Scores of individual Board members may be averaged, but it's important to consider that averages do not accurately reflect performance. The Board may determine that the Superintendent should know if one Board member thought he/she was exceptional on a particular criteria, while another member thought he/she needs improvement on the same criteria.

COORDINATING THE EVALUATION PROCESS

- The Board President should coordinate the process and ensure that the Superintendent receives a final evaluation that includes the consensus of the group, as well as comments from the Board members related to performance expectations.
- More important than the scoring are the compiled comments from the Board.

SUPERINTENDENT RESPONSE

- The Superintendent may respond to the evaluation, verbally or in writing, and any written response should be kept with the Board's evaluation in the Superintendent's personal file.



Questions?

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