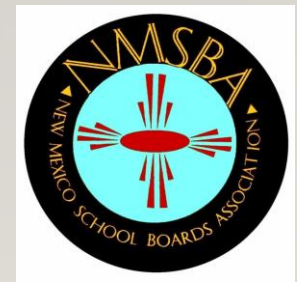


EVALUATING YOUR SUPERINTENDENT: A PRACTICAL, POLICY DRIVEN APPROACH TO YOUR PRIME RESPONSIBILITY

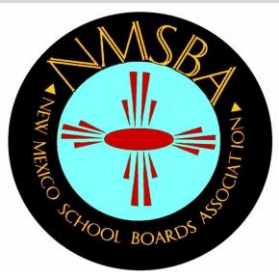
PREPARED AND PRESENTED BY

HUGH PRATHER, PH.D., PRATHER CONSULTING



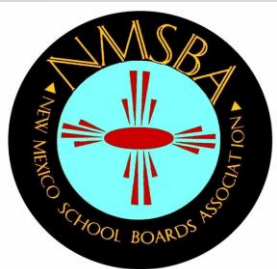
IN THIS SESSION YOU WILL

- Explore a policy driven approach to evaluating your superintendent
- Review best practices related to superintendent evaluation
- Have an opportunity to ask questions and have them answered



WHY EVALUATE?

- It's in your policy (or if it's not it SHOULD be)
- Good evaluation makes the employer's (Board's) expectations clear to the employee (Superintendent).
- Demonstrates to your community the Board is fulfilling its primary responsibility.
- Provides sound basis for contract and compensation dialogue.
- “Feedback” is the breakfast of champions



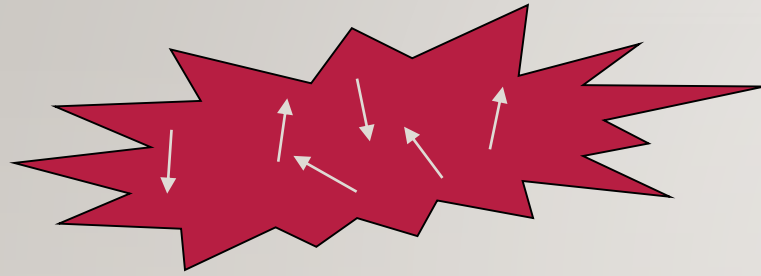
WHY EVALUATE?

- You as a Board can have a positive impact on student achievement:

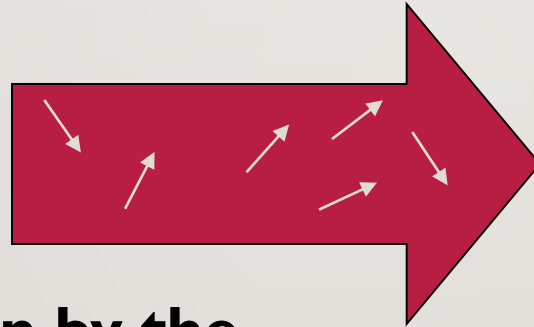
A major research finding strongly suggests that: “the longevity of the superintendent has a positive effect on the average academic achievement of students in the district. This positive effect may manifest itself as early as two years into a superintendent’s tenure.” Marzano and Waters, *Does District Leadership Matter?*, 2009, p.9.



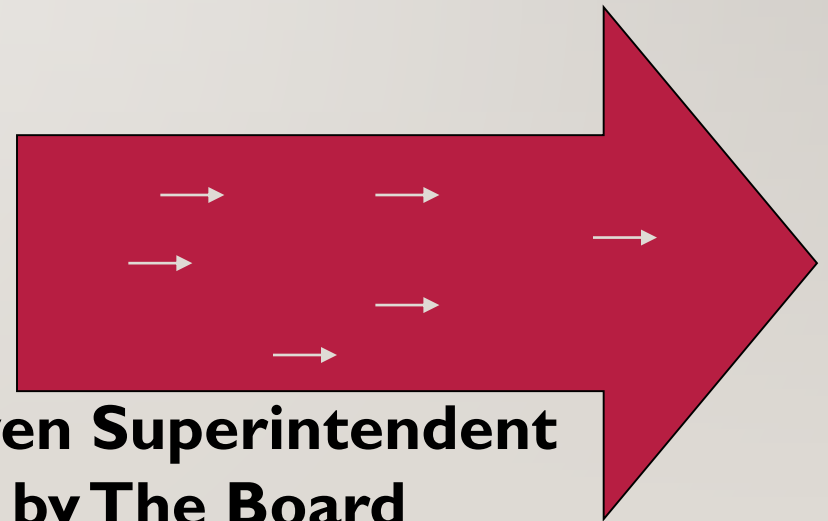
THE POWER OF A POLICY DRIVEN SUPERINTENDENT EVALUATION FOR A SCHOOL BOARD



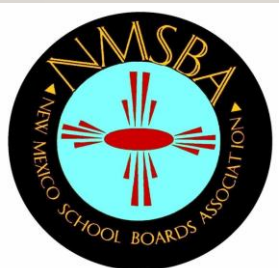
No Evaluation Process



Superintendent Evaluation by the Board Without Thoughtful Policy



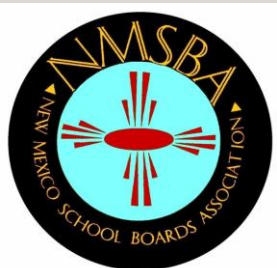
Policy Driven Superintendent Evaluation by The Board



SUPERINTENDENT EVALUATION OPTIONS

PROS/CONS

- Narrative
 - Easiest but least effective
- Attributes
 - Appropriate with proper attributes
 - Does not provide strategic direction
- Goals and Attributes with 360° Feedback
 - Best of both worlds
 - Provides strategic focus



WHAT REPRESENTS BEST PRACTICES?

- Well developed policy driving the process
- Board well trained in the entire process
- Reflectively developed set of attributes against which performance is assessed
- Some mechanisms in the process to provide the superintendent formative and summative feedback
- Thoughtfully developed goals as an outcome against which the Board will hold your superintendent accountable



WHAT CONSTITUTES GOOD EVALUATION POLICY?

- Delineates type of evaluation
- Reviewed annually and modified based on experience
- Formalizes both formative and summative evaluation components
- Makes critical component decisions
 - 360°
 - Cycle
 - Reappointment



WHAT IS “FORMATIVE EVALUATION”?

- **Formative:** The goal of the formative component of the evaluation process is to monitor the superintendent’s performance to provide ongoing feedback that can be used by the superintendent to improve fine points of performance. More specifically, this informal feedback helps the superintendent identify his/her strengths and weaknesses and target areas that need work.



WHAT IS “SUMMATIVE EVALUATION”?

- **Summative:** The goal of summative component of the evaluation process refers to the assessment of the superintendent where the focus is on the outcome of the year’s work and which is formally documented. This contrasts with formative feedback, which summarizes the participants development at a particular time.

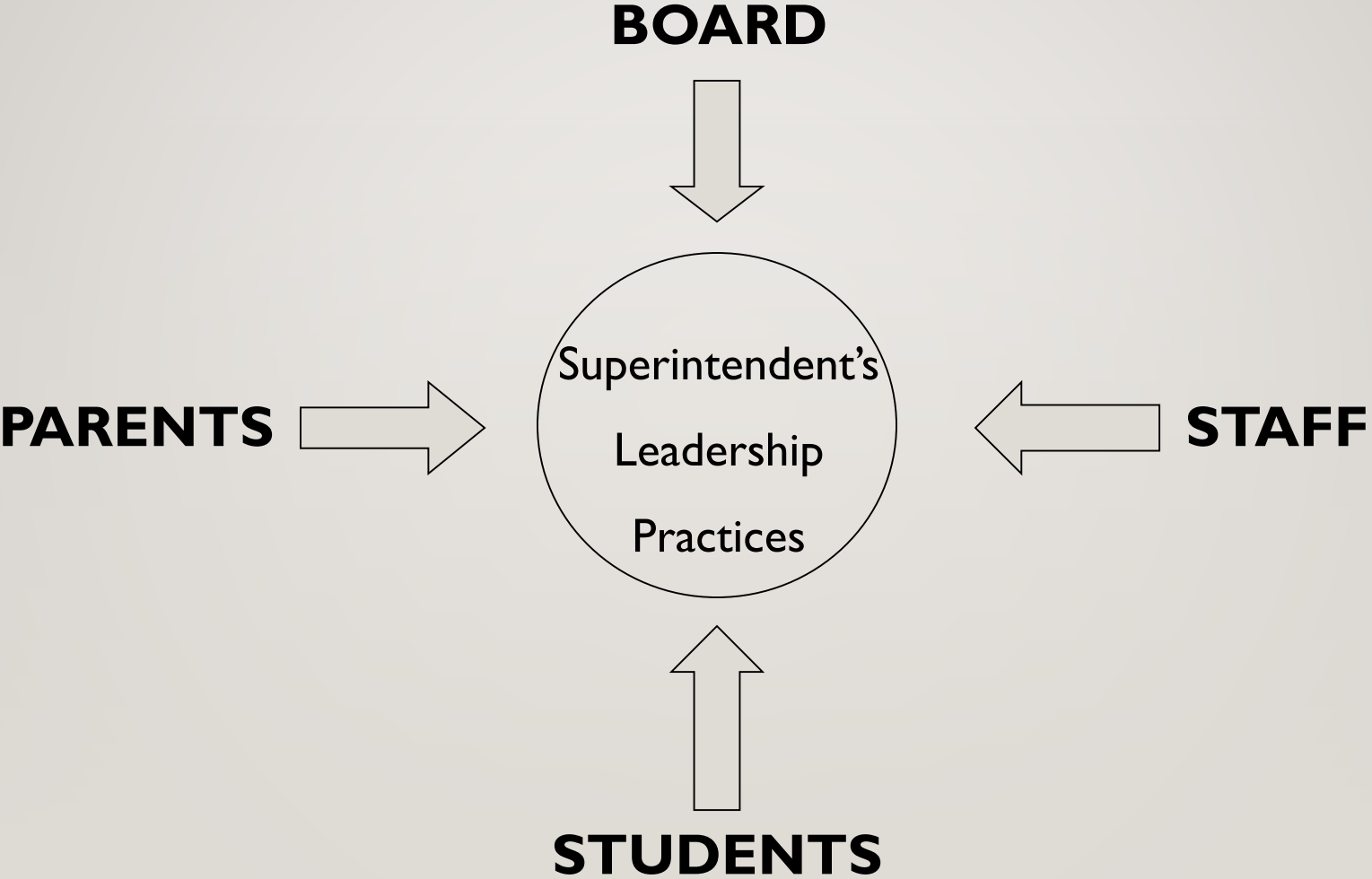


WHAT CONSTITUTE “ATTRIBUTES”?

- Those leadership qualities or characteristics which successful superintendents manifest which may include:
 - Relations with the Board
 - Communications
 - Relations with staff
 - Relations with community
 - Instructional leadership
 - Organizational management
 - Value and ethics



Superintendent 360° Feedback

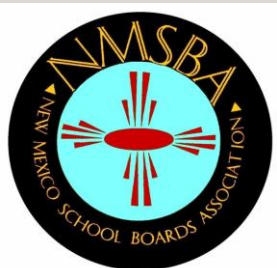
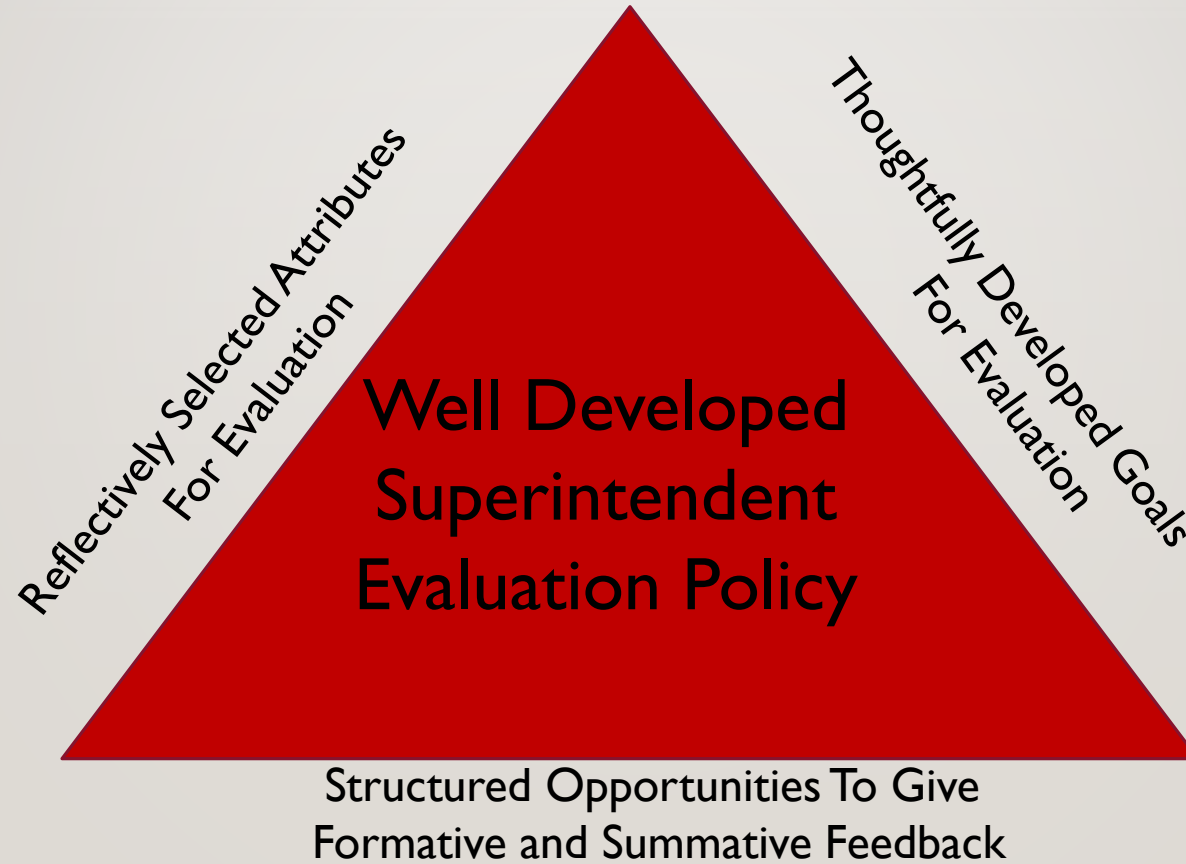


WHAT CONSTITUTES A GOOD EVALUATION CYCLE?

- Based on policy
- Goals set early
- Regular formative feedback
- Provides Superintendent time for mid-course corrections
- Provides Board time for search



SUPERINTENDENT EVALUATION MODEL BASED ON BEST PRACTICES



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