


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

PREPARED AND PRESENTED BY

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## IN THIS SESSION YOU WILL

- Explore a policy driven approach to evaluating your superintendent
- Interact with the Board President and Superintendent who experienced this process
- Review best practices related to superintendent evaluation
- Have an opportunity to ask questions and have them answered



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## WHAT THE BOARD HAD EXPERIENCED IN THE JEMEZ MOUNTAIN PUBLIC SCHOOLS

- In the past we felt evaluation process of our superintendent was an issue
- Caused problems in serving community and students
- Lack of trust on both sides
- August of 2016 Norma Cavazos was hired
- With new superintendent we wanted to change this relationship
- Open lines of communication
- Willingness to communicate addressed in a retreat process



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### IN AUGUST 2016 WE HELD A BOARD RETREAT

- Worked with Superintendent Cavazos and Dr. Prather
- Opened our eyes to how we needed to change our evaluation process and work together
- What the true role of a Board is in superintendent evaluation
- Now Board acts as a team with our new superintendent
- Worked together over the year past to create and implement the superintendent evaluation policy and process




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### 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




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### 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.




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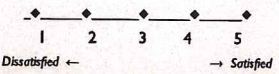
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### REAL TIME ASSESSMENT

On a scale of 1 to 7 with 1 being **totally dissatisfied** with the way the Board is currently evaluating the Superintendent, and 7 being **totally satisfied**, how satisfied are you personally with your current Superintendent evaluation process?

1 2 3 4 5

Dissatisfied ← → Satisfied




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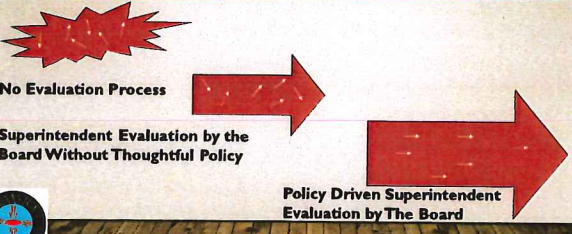
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### THE POWER OF A POLICY DRIVEN SUPERINTENDENT EVALUATION FOR A SCHOOL BOARD

No Evaluation Process

Superintendent Evaluation by the Board Without Thoughtful Policy

Policy Driven Superintendent Evaluation by The Board




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### 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

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### 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




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### 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




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### 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.




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### 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.




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### 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




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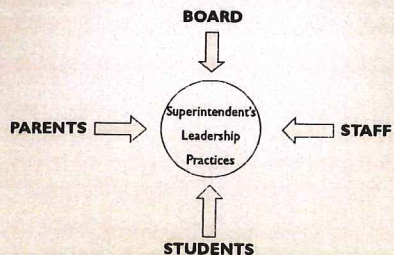
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### Superintendent 360° Feedback




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### WHAT CONSTITUTES A GOOD EVALUATION CYCLE?

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




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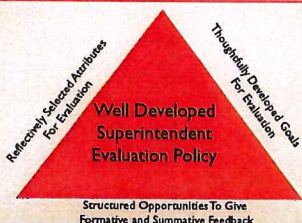

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### SUPERINTENDENT EVALUATION MODEL BASED ON BEST PRACTICES

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### CONTACT INFORMATION FOR PRESENTERS

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