

# VSBA Superintendent Evaluation Process

## **Statement of Philosophy:**

The evaluation of the superintendent of schools is a vital process toward creating and maintaining a healthy school organization. The school board accepts that organizational outcomes must be clearly and explicitly stated in order to; (1) ensure the superintendent understands what is expected of her/him; and (2) ensure the school board understands what to expect of the superintendent. The school board also accepts that the evaluation process must be objective, based on targeted measures, and relies on information from sources that are qualified to provide feedback.

## **Definition of terms:**

1. **Objective:** Targeted measures must be objective outcomes agreed upon by the entire board.
2. **Targeted:** Measured outcomes must be clearly stated at the beginning of the year (or cycle) and not be changed half-way through the evaluation process.
3. **Qualified:** People asked to provide evaluative comments must be qualified to do so. That is, they must have specific knowledge/experience of the superintendent's roles, responsibilities, and of her/his actions to achieve the measured outcomes.

## **Evaluation Assumptions:**

- The supervisory union/supervisory district board has the authority and responsibility to evaluate the superintendent. (16 VSA sect. 241)
- The superintendent's job description is a dynamic tool which clarifies expectations and provides authority.
- The board may collect evaluative input from other entities that are qualified and objective.
- There is a productive working relationship between the board and the superintendent.
- The evaluation process is based on a continuous improvement model.
- The superintendent provides information to the board on the progress of district goals throughout the year.
- The board is looking for trends that show progress toward achieving district goals.
- The greatest value in the evaluation process is the dialogue between the board and superintendent about progress of the district.
- If there are a number of unacceptable areas identified in the evaluation process, the board needs to determine the next steps to address them, which may include implementing a corrective action plan.

## **Purpose:**

The evaluation process and tools serve to:

- continuously improve the functioning of the district;
- clarify the expectations and authority of the superintendent;
- provide feedback to the superintendent regarding performance expectations in key areas;
- provide the groundwork for establishing future goals;
- strengthen the relationship between the superintendent and the board.

### **Overview:**

In light of the purpose, the board should:

- consider the evaluation instrument to be a template and customize it to meet district goals and needs;
- review the outcome areas each year but may not want to evaluate them all annually – all areas should be evaluated on a 3-5 year cycle;
- ensure that the indicators reflect their expectations as a board;
- make it clear to all the boards and the superintendent that the goals and indicators will be instituted throughout the next evaluation cycle;
- ensure that the superintendent will only be evaluated in the areas where they have been given the authority to carry out specific duties.

### **Implementation Steps:**

Each supervisory union/supervisory district board should follow the steps outlined below to carry out a fair and comprehensive superintendent evaluation process.

1. Decide whether the full supervisory union board or executive committee should customize and manage the process.
2. Review the superintendent evaluation instrument template.
3. Identify which outcome areas align with district goals and will be the focus of the current evaluation cycle.
4. Customize the indicators in selected areas to meet district expectations.
5. Align the superintendent's job description so s/he is provided with the authority to meet expectations.
6. Identify how the board(s) will provide input in the process and when it will be collected.
7. Identify who will collect and tabulate the input.
8. Train all input providers on how to complete the evaluation instrument.
9. Board members track information delivered during the year related to indicators.
10. Complete the evaluation instrument.
11. Tabulate the data.
12. The board and the superintendent engage in dialogue about the results.
13. Use the results to inform future work and revise the superintendent contract.
14. Start the evaluation process again.

## Vermont School District/Supervisory Union Superintendent Evaluation Instrument

Superintendent: \_\_\_\_\_

Evaluator:  Board member       Board as a whole    Date: \_\_\_\_\_

### Performance Indicators

*(Use the indicators below as examples and do not rate each one. These are listed only to help you in thinking about the standard.)*

<i>Indicators</i>	<i>Outcome Statements</i>
<b>Student Learning</b>	<p>Students are making progress toward achieving outcomes identified by the board.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Specific progress is evident.</li> <li>2. Student learning is defined based on the knowledge and skills necessary to be successful.</li> <li>3. Data and information collected is reliable, valid, and believable.</li> <li>4. Data is regularly presented and is communicated in understandable forms.</li> <li>5. Data is used for future planning and improvement.</li> <li>6. Effective methods of providing, monitoring, evaluating, and reporting student achievement are used.</li> <li>7. Student learning indicators include measures beyond graduation.</li> <li>8. Surveys generally demonstrate student satisfaction with their school program.</li> <li>9. Preparing students for post-secondary education and/or entrance into the job market.</li> <li>10. Data is disaggregated, analyzed, and explained.</li> <li>11. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable    <input type="checkbox"/> Needs Improvement    <input type="checkbox"/> Good    <input type="checkbox"/> Excellent    <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>    	

<p><b>Instruction</b></p>	<p>Students receive the highest quality instruction.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Curriculum is aligned across the system.</li> <li>2. Students are engaged in their work.</li> <li>3. Instructional best practices are described and used.</li> <li>4. Adopted programs are fully implemented and effectiveness regularly monitored.</li> <li>5. Faculty and stakeholders are involved in the enhancement, renewal, and alignment of curriculum, instruction, and assessment.</li> <li>6. Feedback about effective instruction is encouraged.</li> <li>7. Professional development and teacher evaluation are focused on improving instructional practices.</li> <li>8. Teachers understand and utilize knowledge about different learning styles and particular student needs.</li> <li>9. Students and teachers work in an environment of shared respect and open feedback.</li> <li>10. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<p><b>Community Relations</b></p>	<p>Community is satisfied with performance and supports the school</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Parents communicate satisfaction with school experiences.</li> <li>2. A community process exists to develop and implement a shared vision that focuses on improving student achievement.</li> <li>3. Budgets are consistently supported by the community.</li> <li>4. Community members are involved in school activities.</li> <li>5. Students participate in community service learning activities.</li> <li>6. A process is in place and followed to listen to and resolve complaints.</li> <li>7. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<b>Human Resources</b>	<p>The environment supports the staff performing their best work.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Staff are treated fairly.</li> <li>2. Teachers work effectively within their classroom, throughout the school, across district schools, and with the community.</li> <li>3. Operations are clearly defined, communicated, and implemented.</li> <li>4. Personnel contracts are adhered to.</li> <li>5. Effective collective bargaining strategies advance and promote student learning.</li> <li>6. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<b>Policy</b>	<p>Policies are adhered to and administrative procedures are followed.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. The superintendent serves as a resource to the board in developing, adopting, and updating policies.</li> <li>2. Procedures are developed and available to the board, staff, students, and the public.</li> <li>3. Procedures are aligned with board policy and comply with all laws, rules, and regulations.</li> <li>4. Procedures are reviewed and revised periodically.</li> <li>5. Legal counsel is judiciously used to proactively prevent /respond to civil and criminal liabilities.</li> <li>6. The superintendent understands the system of public school governance and differentiates between the policy making and administrative roles.</li> <li>7. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<b>Finances</b>	<p>The district is an effective steward of financial resources.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Budgets reflect district goals for student achievement.</li> <li>2. District expenses do not exceed revenues. If this occurs, a plan is developed and presented to the board for remediation within an acceptable timeline.</li> <li>3. Finances are managed in accordance with GASBE and GAAP standards.</li> <li>4. The annual audit shows no material deficiencies and audit recommendations are effectively implemented.</li> <li>5. Multi-year budget plans are used for planning purposes.</li> <li>6. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<b>Facilities</b>	<p>The district is a good steward of capital resources.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. All buildings meet safety, health, and construction codes.</li> <li>2. Facilities and equipment are not subject to improper wear or insufficient maintenance.</li> <li>3. Multi-year plans for maintenance, repairs, and facility upgrades are in place.</li> <li>4. Ongoing inspection and reporting systems are utilized.</li> <li>5. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><b>Board Relations</b></p>	<p>The superintendent fosters a relationship of mutual respect and support.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. The superintendent assists the board in developing clear policies that meet federal and state requirements.</li> <li>2. The superintendent understands and communicates legal liability to the district.</li> <li>3. The superintendent supports the board chair to maximize the effectiveness of board operations.</li> <li>4. The superintendent regularly informs the board about the business of the district and alerts the board about critical issues and areas that may have impact on the district.</li> <li>5. The superintendent maintains a future-focus on emerging trends and research.</li> <li>6. The superintendent follows agreed upon board-superintendent guidelines.</li> <li>7. The superintendent meets deadlines and follows up on commitments and assignments.</li> <li>8. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<p><b>Safety</b></p>	<p>Students, staff, and community members are physically and psychologically safe in the school.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. The superintendent creates and implements practices and procedures that promote safe school environments.</li> <li>2. A school-based climate of tolerance, acceptance, and civility are in place and continually monitored.</li> <li>3. Crisis plans exist and are routinely practiced.</li> <li>4. Parents, staff, and students report feeling physically and emotionally safe and respected in school.</li> <li>5. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<b>Communication</b>	<p>The superintendent promotes two-way communication with students, staff, parents, and the community as a whole, including building effective relationships with the media.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Communication systems are in place that effectively keeps all parties informed.</li> <li>2. Systems are in place to monitor internal and external perceptions of the district.</li> <li>3. Involvement of all stakeholders is promoted.</li> <li>4. The superintendent demonstrates effective communication skills in formal and informal settings.</li> <li>5. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<b>Ethics</b>	<p>The district operates in an ethical manner.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. The superintendent manifests a professional code of ethics and demonstrates personal integrity.</li> <li>2. The superintendent models accepted moral and ethical standards in all interactions.</li> <li>3. The superintendent explores and develops ways to find common ground in dealing with difficult and divisive issues.</li> <li>4. The superintendent promotes opportunities for growth in professional competence for staff, administrators, and self.</li> <li>5. Moral and ethical practices are established and followed in every classroom, school, and throughout the district.</li> <li>6. Other:</li> </ol>
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
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