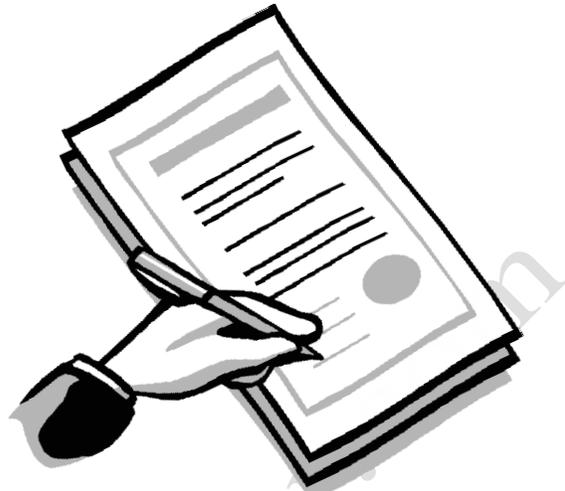


The Superintendent Evaluation

TOOLS

**purpose drives
instrument
and indicators**



THE EVALUATION FORM

The latitude and authority for choosing an evaluation instrument for the superintendent performance evaluation varies relative to state law, district policies, employment contract provisions and other applicable requisites.

Some states have adopted very detailed and specific requirements; for example, in 2010 North Carolina issued a 54 page Evaluation Process document that prescribed steps to be taken, the criteria, and the form to be used, and even rating rubrics with instructions and diagrams. The information compiled by many state offices is extensive and offers valuable resources for non-residents as well. Some links are provided below for your convenience:

In most states there is substantially more leeway; however, there are often other parameters. District policy may provide for selection at the discretion of the school board. In another situation the superintendent's employment agreement might compel mutual agreement.

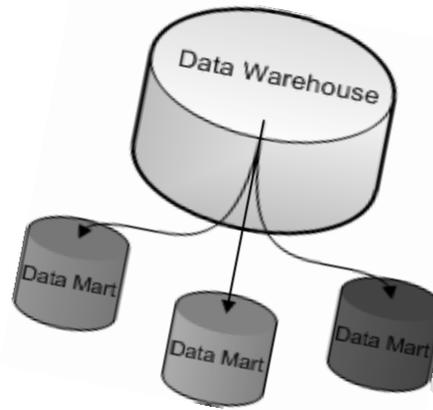
When the instrument is a district-level decision, it should be based on a thoughtfully defined purpose. Moreover, it should be the result of board/superintendent collaboration focused what will be most meaningful and useful for the superintendent, the board, and the district. The choice need not be limited to one form or format; the most appropriate option could well be a combination of two or a hybrid made up of segments from two, three, or more.

There are literally hundreds of tools and instruments in use across the country today, including but not limited to:

- Detailed Performance Rubrics
- Evidence-Based Rating
- Performance-Based Rating Forms
- Rating Using Basic Performance Form
- The 360 Degree Evaluation
- A Collective Board Essay
- Rating the Superintendent's Portfolio
- Rating Based on the Job Description
- Incorporating a Self-Evaluation

THE INDICATORS

The basis for determining a performance rating is a very important aspect of the process.



SUBJECTIVE DATA

Subjective measures are dependent on personal judgment. Scoring leadership and management skills is primarily a subjective exercise, although some findings might be supported with facts and figures.

Surveys, opinion polls, and stakeholder input offer combined but still subjective input.

The portfolio approach substantiates effort and, in many cases, can be effective evidence of achievement.

OBJECTIVE DATA

Objective, quantifiable data may be appropriate for assessing attainment of a number of performance goals. These might include student achievement scores or figures from the district's operation budget or quotas set by the board.

A truly objective measurement has only one interpretation. You either completed all planned construction within the set budget or you didn't. Student achievement on the state math test this year either increased 5% over the same state math test given last year or it didn't.

HYBRIDS

Using a hybrid is a common practice for superintendents because in many situations some, but not all, of the criteria to be assessed lend themselves to quantifiable measurement.



Select Samples of State Resources Online

Michigan

https://www.masb.org/Portals/0/Education_Community/Superintendents/MASBSuptEvaluation2016.pdf

New York

http://www.nyssba.org/clientuploads/nyssba_pdf/supt-eval-write-06052015.pdf

North Carolina

<http://www.dpi.state.nc.us/docs/effectiveness-model/ncees/instruments/super-eval-manual.pdf>