



Coeur d'Alene Public Schools

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Superintendent Evaluation

Coeur d'Alene Public School Board

Based on a model by the New York State School Boards Association

EVALUATION OVERVIEW

This evaluation model offers a three-part guide for evaluating the Superintendent:

Part I is based on standards and professional practices derived partly from the American Association of School Administrators and other sample evaluations. Each standard will be reviewed and rated.

Part II is based on local priorities of the District defined in the Superintendent Performance objectives. Collectively, the Superintendent and Board define three to five objectives that focus the Superintendent's efforts for the year. An assessment will be made with regard to the successful completion of these annual objectives.

Part III is the final performance summary sheet. It provides a final rating on the Superintendent's performance standards, annual objectives, summative comments, recommendations and signatures. The final summary sheet is placed in the Superintendent's personnel file.

THE EVALUATION MODEL AND TIMELINE

MODEL: *The Board of Trustees should participate in the process from start to finish, and the Board Chair is responsible for expediting the evaluation process.*

1. Begin with a pre-assessment meeting between the Superintendent and Board to review the instrument and process. The Board and Superintendent should agree on the evaluation timeline, instrument and process. Collectively, the Board and Superintendent review the standards of performance, as well as identify the annual Superintendent objectives based on local priorities of the District.
2. Determine if the evaluation process will occur only once, at the end of the school year, as a summative (final) evaluation, or will also include a mid-year formative evaluation. If no mid-year formative evaluation is done, a scheduled progress report may be warranted.
3. It is recommended that the Superintendent provide his/her own self-assessment with evidence to the Board. Board members should consider the Superintendent's self-assessment and supportive evidence when completing their own instruments.
4. The Board Chair or designee collects all individual Board member instruments and compiles the results and comments.
5. An executive session, with Board members only, is convened to discuss the evaluation results and provide a decision regarding performance ratings, and a comprehensive comment summary and recommendations.
6. Shortly thereafter, the Board meets again in executive session with the Superintendent to review and discuss the evaluation results, make any changes or adjustments and develop final evaluation, discuss recommendations for improvement, and begin to define the upcoming year's priority objectives.

***Timeline:** The Superintendent evaluation is an ongoing process with a repeating cycle. The suggested action timeline for the evaluation is:*

1. The Board develops or confirms the vision, mission, annual goals and core values of the District. (July)
2. The Board and Superintendent collectively define the Superintendent's annual priority objectives in measurable targets to be completed in 12 months based on District goals/long-range plans. (Aug/Sept)
3. The Superintendent's professional development plan is reviewed with the Board to support his/her goals for the coming year. (Aug/Sept)
4. The Board and Superintendent agree upon the evaluation process (including a request for a Superintendent self-evaluation), instrument, rating method and possible supporting documents/information/data to be used to measure performance. (Aug/Sept)
5. The Superintendent makes interim progress reports to the Board on District goals and Superintendent annual objectives, and/or the Board conducts a formal mid-year formative performance assessment. This process includes:
 - A. Goal/Objective Progress
 - B. Superintendent Self Evaluation
 - C. Submission of Preliminary Evidence supporting Professional Practices and work on Goals
 - D. Board members meet in executive session to discuss their evaluation of the Superintendent, review of preliminary evidence submission, and determine the Board's official preliminary evaluation rating and produce appropriate commentary. (Dec)
6. The Superintendent conducts a self-assessment and gathers supporting evidence and provides it to Board members.
7. Individual Board members complete the evaluation instrument considering the Superintendent's self-evaluation and submit their completed instrument to the Board Chair or designee to be compiled, according to District's procedures.
8. Shortly thereafter, Board members meet in executive session to discuss their evaluation of the Superintendent, review of evidence submission, and determine the Board's evaluation rating and commentary.
9. The Board's evaluation document(s) is/are shared, clarified and discussed with the Superintendent in executive session. Changes to the evaluation may be made as a result of the discussions. Professional development objectives will be included as a part of the final evaluation comment(s).
10. A summary document developed in executive session that summarizes the Board's synopsis on goals and evaluation tool feedback. A copy of the evaluation final performance summary sheet is placed in the Superintendent's personnel file. (May)
11. Superintendent Evaluation presented publically and updated contract terms established. (June)

PART 1: RATING SUPERINTENDENT ON PERFORMANCE STANDARDS

Performance Standards and Rating Scale:

- A. Vision, Culture & Instructional Leadership
- B. Operations, Resource & Personnel Management
- C. Board Governance & Policy
- D. Communication and community Relations
- E. Ethical Leadership

Rating Scale:

Highly Effective, Effective, Developing, Ineffective

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Performance has continually exceeded the criteria	Performance consistently meets the criteria	Performance is inconsistent and partially meets the criteria	Performance does not meet the criteria and requires significant improvement

Consider these Norms and Reminders when conducting the superintendent's evaluation:

- Give the review the time it deserves
- Maintain a respectful, professional process
- Focus on standards and outcomes (not personality)
- Ask the Superintendent to conduct a self-assessment
- Use multiple evidence-based documents when assessing performance
- Identify strengths in performance to build upon
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting, consider a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority objectives for the coming year

EVALUATION FORMS & STANDARDS

Individual Board members will rate the Superintendent's professional practice by placing an "X" in the box that best describes the Superintendents performances in that professional practice area and then determine the overall rating for the standard area based on the HEDI rating scale. Consider the importance of the professional practice if an overall performance rating is not clearly evident.

STANDARD 1: Vision, Culture & Instructional Leaderships

The Superintendent leads the District by promoting the success of all students, articulating a vision of learning, developing a positive school climate and demonstrating best practices in instructional programs and staff professional development.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
1.1 Leadership actions, staffing and resources are clearly aligned to a student achievement focused vision, and that vision is evident in the school culture				
1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes				
1.3 District goals are systemically aligned throughout the District with a focused plan for student achievement and school improvement supported by resources				
1.4 Leads and supports the use of data informed instruction for administrators and teachers				
1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards				
1.6 Ensures that all staff have District-specific professional development that directly enhances their performance and improves student learning				
1.7 Sets self-improvement goals and applies learning from professional development				
Rating				
Comments: (Identify strengths or recommendations for improvement)				

STANDARD 2: Operations, Resource & Personnel Management

The Superintendent demonstrates the knowledge, skills and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the District, and implement sound personnel practices.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
2.1 Develops and ensures the implementation of procedures and structures to support compliance with local, state and federal laws and regulations				
2.2 Implements personnel procedures, recruitment and employee performance programs to hire and retain the best qualified teachers, administrators and personnel				
2.3 Aligns and adjusts resources accordingly to meet District priorities and annual goals/objectives operating within budget and fiscal guidelines				
2.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs				
2.5 Stays informed of facilities use and needs and makes facilities recommendations, as needed to the Board, promotes safety across the District, and ensures a facilities management plan is in place for future needs				
2.6 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District				
Rating				
Comments: (Identify strengths or recommendations for improvement)				

STANDARD 3: Board Governance & Policy

The Superintendent works effectively with the Board of Trustees, exhibits a shared understanding of Board and Superintendent roles, leads and manages the District consistent with Board policies, and demonstrates the skills to work effectively with the Board.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
3.1 Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis				
3.2 Keeps the Board regularly informed with data, reports and information which enables them to make effective timely decisions				
3.3 Interprets and executes the intent of Board policies, and advises the Board on the need for new and/or revised policies				
3.4 Works collaboratively with the Board to shape District vision, mission, and goals with measurable objectives of high expectations for student achievement				
3.5 Makes considerable effort to have a positive working relationship with the Board, treating all Board members fairly and respectfully, and attempts to resolve any serious conflicts with Board members				
Rating				
Comments: (Identify strengths or recommendations for improvement)				

STANDARD 4: Communication & Community Relations

The Superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
4.1 Communicates key information to all stakeholders in an appropriate and timely manner				
4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support District goals and student success				
4.3 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, state and local officials				
4.4 Establishes effective communication within the District and promotes positive interpersonal relations among staff				
4.5 Creates an atmosphere of trust and respect with staff, families and community members				
4.6 Regularly attends events and visibly engages the school community and the community at large				
Rating				
Comments: (Identify strengths or recommendations for improvement)				

STANDARD 5: Ethical Leadership

The Superintendent promotes the success of every student and every staff member by acting with integrity, fairness and in an ethical manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance				
5.2 Maintains a caring and professional relationship with staff, grounded in shared District values				
5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions				
5.4 Demonstrates efforts to close the achievement gap across all demographics				
5.5 Demonstrates a high level of self-awareness and improves upon professional practice				
Rating				
Comments: (Identify strengths or recommendations for improvement)				

PART 2: SUPERINTENDENT ANNUAL OBJECTIVES

Instructions for Rating the Superintendent on Annual Objectives

Indicate progress made related to each stated objective. Include multiple sources of data as supporting evidence for the progress and/or attainment of each objective. If data sources are unknown prior to the executive session with the Superintendent, wait until supporting evidence is available to complete this section. For the Board members' convenience, the Clerk can prepopulate the chart on the following page with the Superintendent's annual objectives.

THE SMART MODEL

Identifying annual objectives with the Superintendent should define student achievement objectives, priorities and issues unique to the District. Three to five key objectives that follow the SMART model (specific, measurable, achievable, relevant and timebound). Optimally, the objectives should be aligned with the District's goals and within the scope of the Superintendent's control. Benchmarks showing progress at certain intervals throughout the year should be reported and applied to each objective.

- SPECIFIC
- MEASURABLE
- ACHIEVABLE
- RELEVANT
- TIME-BOUND

Annual Superintendent Objectives	Evidence	H	E	D	I
OBJECTIVE 1 - STUDENT ACHIEVEMENT: Implement Professional Learning Communities. Identify areas of learning loss and develop steps to address. Address curriculum audit findings. Provide trustees with information about academic excellence from a team perspective and using common language.					
OBJECTIVE 2 - COMMUNICATION: Complete and share a draft Board training calendar. Identify areas of improvement for internal and external communication.					
OBJECTIVE 3 - BOARD/SUPERINTENDENT RELATIONSHIP: Attend at least one state and/or national conference as a team on an annual basis. Complete and share a draft Governance Training Plan in December..					

PART 3: SUPERINTENDENT EVALUATION SUMMARY SHEET

Part I

STANDARDS	H	E	D	I
STANDARD 1: Vision, Culture & Instructional Leaderships				
STANDARD 2: Operations, Resources & Personnel Management				
STANDARD 3: Board Governance & Policy				
STANDARD 4: Communication & Community Relations				
STANDARD 5: Ethical Leadership				

Part II

OBJECTIVES	H	E	D	I
OBJECTIVE 1: Student Achievement				
OBJECTIVE 2: Communication				
OBJECTIVE 3: Board Superintendent Relationship				

Board of Trustees Summary Comments:

Board of Trustees Recommendations:

Superintendent Response:

Board Chair Signature: _____ Date _____

Superintendent's Signature: _____ Date _____

NOTE: Signing this evaluation indicates that the evaluation has been reviewed and results discussed with the Superintendent, but does not necessarily indicate he or she agrees on all ratings or comments made. The signed Superintendent Evaluation Final Performance Summary Sheet should be placed in the Superintendent's personnel file.