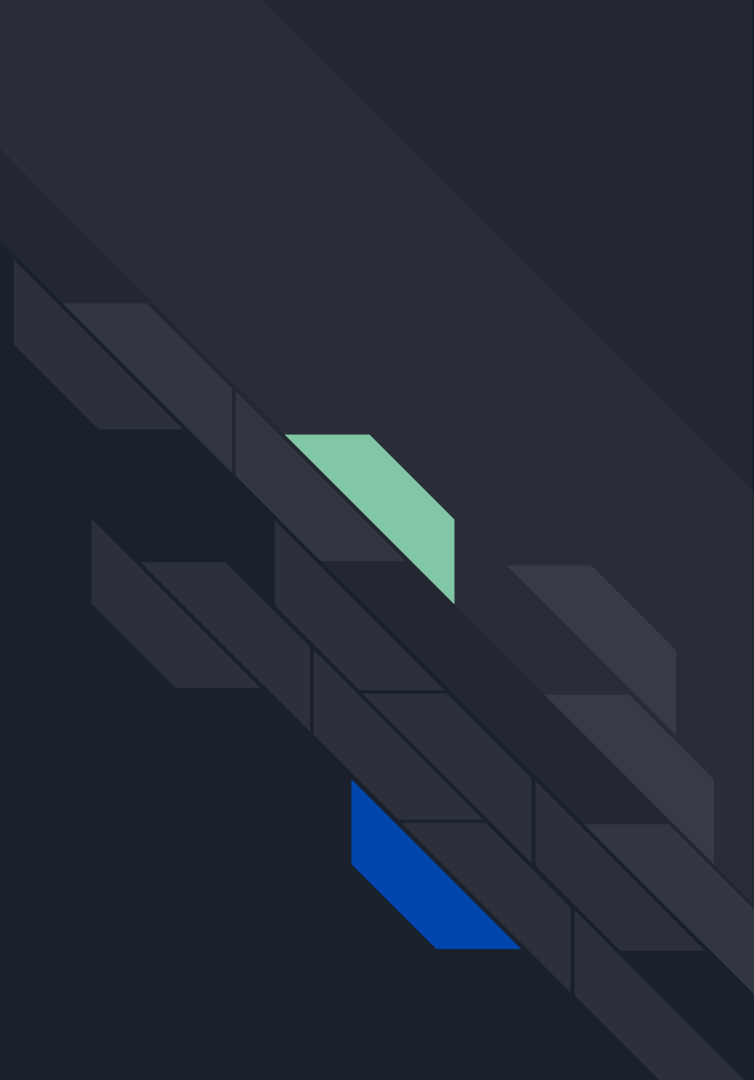




Superintendent Evaluation 101

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February 2021 Lunch & Learn

The information provided in this presentation is for informational purposes only and is not intended as legal advice. Please consult with your district legal counsel for direct legal assistance.



Why is Superintendent
Evaluation so Important?





How important is it?

- Superintendent = chief executive officer
- Evaluation of superintendent one of board's most important responsibilities
- If done correctly, can drive school improvement

A high quality evaluation process will...


- ❑ Develop positive board/superintendent relationship
- ❑ Clarify roles and responsibilities
- ❑ Create common understanding about direction of district
- ❑ Satisfy public's desire for accountability



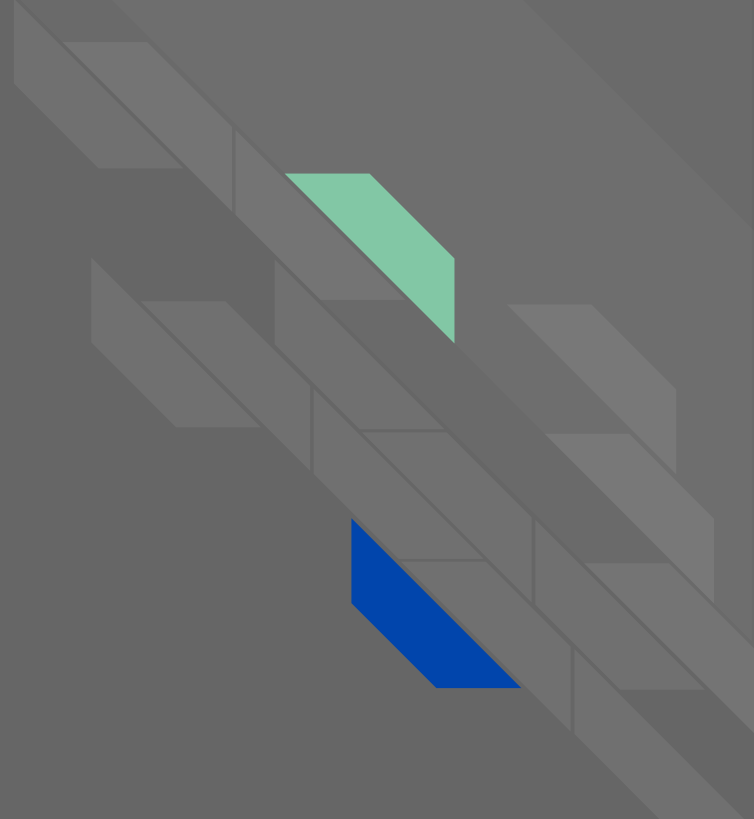


Please Keep in Mind...

- Most effective when designed and used to improve existing performance and communicate future expectations
- Not only for punitive reasons or reviewing past performance

- Allows you to follow school district progress
 - Learn about superintendent's ongoing professional development
 - Provide input, feedback and support
 - Create environment of trust and collaboration
 - Provide oversight and assurance that vision, policies and procedures are being followed
- 

How to Evaluate Objectively and Fairly?





Use effective tools and procedures

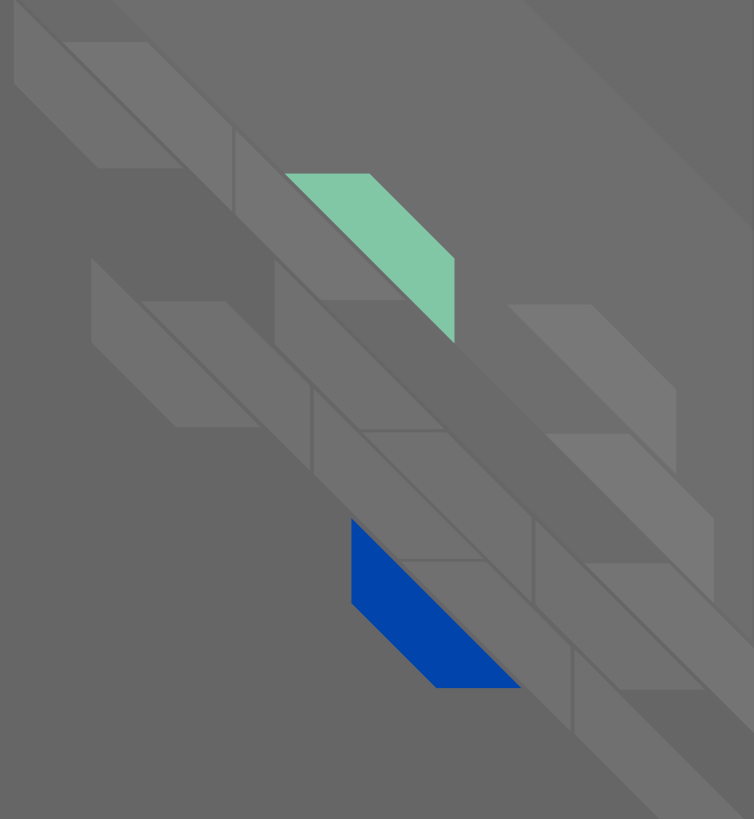
- Documentation
 - Mutually agreeable supporting evidence
 - Use existing reports and documentation
- Criteria and rating
 - Mutually agreeable
 - Understandable, realistic and measurable



Use effective tools and procedures

- Written comments
 - Offer specific constructive praise and criticism
 - Allow for continued improvement regardless of rating
- Evaluation conferences
 - Face-to-face meetings
 - Establish goals and evaluation instrument and criteria

Before you begin...





Before you begin, here are a few things to do.....

- Develop an evaluation timeline
- Create or review superintendent job description
- Review superintendent's contract
- Goal-based evaluation
- Superintendent self-evaluation

Develop Evaluation Timeline

□ NDCC 15.1-14-03

- Basic requirements for superintendent evaluation

- On or before November 15th (formative)

- On or before March 15th (summative)

- Evaluation of superintendent is ongoing, but helpful to develop timeline

- 12-month timeline

Suggested Evaluation Timeline

- **Summer/Early Fall:**

- Review job description and evaluation instrument
- Identify appropriate evaluation documentation and data to be used to measure performance
- Create measurable goals in line with district's goals

- **Late Fall/Winter:**

- Superintendent may complete self-evaluation and provides mid-year progress reports on goals
- Each board member completes formative evaluation form
- board president creates summary document and meets with superintendent to preliminarily discuss
- Board meets to finalize and approve evaluation before November 15th
- Give final copy to superintendent and place in file

Suggested Evaluation Timeline

- **Late Winter/Spring:**
 - Each board member complete summative evaluation form and give to board president
 - Board president creates summative evaluation summary form
 - Board president meets with superintendent to discuss
 - Board meets to finalize and complete summative evaluation
 - Provide copy of final evaluation to superintendent and place copy in personnel file
- **Late Spring/Early summary:**
 - Start process over again!

Create/Review Superintendent Job Description

- Clearly defined job description will ensure common understanding
- NDCC 15.1-14-01 lists duties of superintendent
- Should address specific needs of district
- Be re-visited frequently (at least every evaluation cycle)
- Consistent with school board expectations
- NDSBA sample job description



Goals-Based Evaluation: Do's and Don'ts

DO

- Collaborate on process, timeline and expectations
- Approve one final evaluation form by board
- Develop effective process so that superintendent and board are on same page
- Provide agreed-upon ratings, written feedback, and recommendations for improvement
- Allow sufficient time to permit board to discuss evaluation and for superintendent to provide input
- Be guided by policies

DON'T

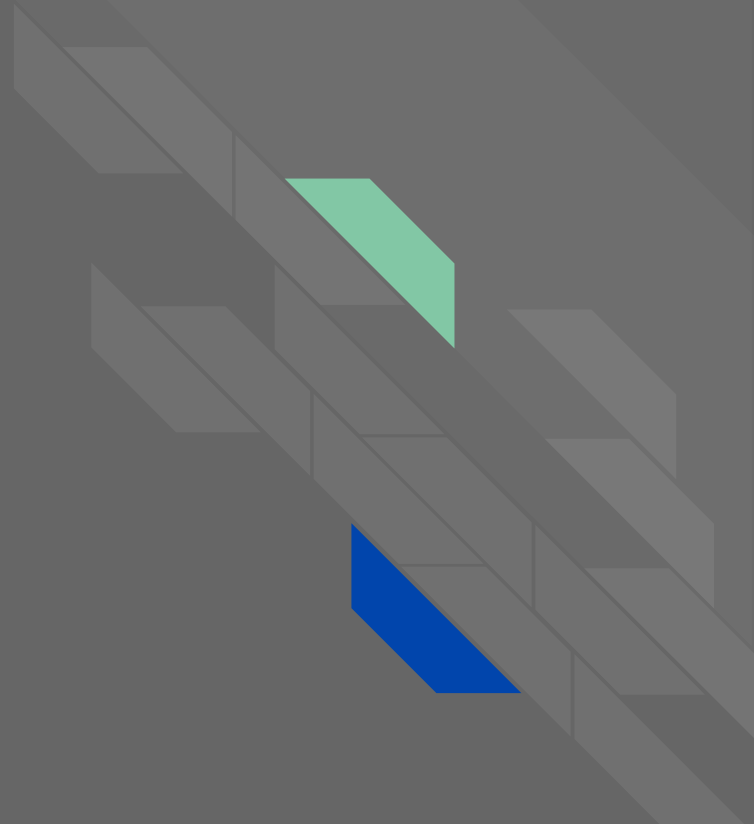
- Expect board or superintendent to handle evaluation process alone
- Provide separate evaluations from each board member
- Include individual board member feedback in final form
- Appoint committee to handle evaluation
- Provide ratings only and no feedback or commentary
- Conduct one-way evaluation



Establishing Goals

- Board and superintendent should establish:
 - At least two, but not more than three, school district goals
 - At least one, but not more than two, superintendent professional development goals
- Student improvement should direct goal-setting
- Measurable over 12-month evaluation period
- When possible, board and superintendent should mutually agree on progress indicators and evidence to be used

Common Pitfalls



Common Pitfalls to Avoid

- ❑ Fail to meet statutory requirements
- ❑ Only meet minimum statutory requirements
- ❑ Fail to identify clear goals and progress indicators
- ❑ Assuming just about renewing or terminating contract
- ❑ Delegating evaluation to one member or committee
- ❑ Making it a one-way process





Questions?



Next NDSBA Lunch & Learn

When: March 17, 2020 at 12 p.m. CT

What: Innovative Education Panel

Who: Supt. Baesler and Panel of Board Members

More info/register:

www.ndsba.org/resources/lunchlearn