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ABSTRACT

This publication is intended to aid local school board members in establishing procedures and priorities for evaluating the performance of their district superintendent. Except for a brief introductory section, the entire publication consists of a model comprehensive evaluation instrument. The evaluation model is organized in two main sections, one devoted to assessing the status of the school district and the other concerned with personal evaluation of the superintendent. Section 1 offers for consideration approximately 150 criteria dealing with the following topics: administrative organization of the school district, curriculum and instruction, responsiveness to learners' needs and aspirations, employee and pupil personnel services, personnel matters, school plant planning and management, business and financial management, community relationships, and administration of the district. Section 2 contains approximately 50 criteria concerned with superintendent-board relationships, superintendent-staff relationships, superintendent-community relationships, educational leadership, business and financial management, and personal qualities of the superintendent. (JG)

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GUIDELINES FOR EVALUATING A SUPERINTENDENT
(To Assist School Board Members in Planning and in Evaluation)

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GUIDELINES FOR EVALUATING A SUPERINTENDENT

INTRODUCTION

It must be remembered that much of the work of the superintendent is circumscribed by the policies of the board of education, the manner in which the board works and the resources available to the board and the district. Conversely, the effectiveness of the board is greatly affected by the quality of the work of the superintendent.

Therefore, much of the section on the evaluation of the superintendent might be looked upon as an evaluation of the joint responsibilities of the board and the superintendent. The document may also be used as a planning guide.

The manner in which these guidelines will be used will vary from district to district. They may assist school boards and superintendents in establishing their own procedure and priorities. A face-to-face discussion is probably the best procedure whether it takes place between the president of the board and the superintendent after the president has discussed the matter with the other members or at a meeting of the board as a whole and the superintendent. It is doubtful that such a procedure would be fruitful in a public meeting.

The responsibilities of a superintendent are very broad so a number of main headings have been given with a series of statements indicative of the items with which the heading deals. Boards should not expect a superintendent to act upon all of the sub-sections in one year. If, however, a fair evaluation is to take place, the board should indicate its areas of interest and priority well in advance, and request the superintendent to suggest appropriate objectives and/or projects to improve each priority area.

Since administration is both an art and a science, this instrument should not be used as the only means of evaluation.

INSTRUCTIONS

1. Have each board member independently rate the importance of each of the items below with "1" being the highest priority and "3" being the lowest.
2. The superintendent should also be requested to indicate what he thinks his priorities should be — based upon the needs of the district. The superintendent should be encouraged to have staff involvement in developing recommended priorities.
3. Have the board members decide what is their consensus opinion on what the priority items for the superintendent should be. Because of the sensitive nature of evaluation, some boards may wish to discuss some elements in executive session.
4. Compare the priorities of the board with those the superintendent recommends. Then make any modifications that the board deems necessary.
5. In executive session, if necessary, explain the thinking of the board to the superintendent. Request the superintendent to prepare specific objectives with a time line for completing the various high priority projects. In this way you will be setting up "success criteria" for a fair and reasonable evaluation in advance. This is critical and should be done at the beginning of the evaluation period.

Please note that the list is comprehensive and in making priority assignments boards should not overload the superintendent. The list will enable the board to consider all of the major functions of the district. At the end of the evaluation period, the board should have objective, measurable evidence to show satisfactory completion of the agreed-upon success criteria.

Boards should consider setting up an evaluation schedule with at least one evaluation of the superintendent each year, preferably in November or December.

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YOUR
CHOICE
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BOARD'S
DECISION
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STATUS OF THE DISTRICT

Organization for the Administration of the School System

- | | | |
|-------|-------|---|
| _____ | _____ | 1. A plan for the administrative organization and structure of the entire school district has been devised which shows lines of responsibility and relationships. It provides for present and future needs of the district, and the board, superintendent, and staff are well informed concerning it. |
| _____ | _____ | 2. There is a written statement which outlines the expectations of the board in regard to the role of the superintendent in relation to staff, community, and instructional program. |
| _____ | _____ | 3. A policy exists which provides for consideration of promotion of personnel within the district as well as recruiting from outside the district. |
| _____ | _____ | 4. The roles and responsibilities of staff members have been outlined. |
| _____ | _____ | 5. The present administrative assignments encourage harmonious relationships among various segments of the school system. |
| _____ | _____ | 6. The superintendent holds regularly-scheduled meetings with his administrative staff. |
| _____ | _____ | 7. The superintendent has made provision for direct two-way communication with the teaching and classified staff. |
| _____ | _____ | 8. A detailed budget is provided for the administration and supervision of the entire certificated and classified staff. |
| _____ | _____ | 9. Provision is made for periodic evaluation of the administrative and supervisory staff. |
| _____ | _____ | 10. Teachers' assignments to grade and/or subject matter are based upon their competency to instruct at the assigned grade level and/or particular subject field. |
| _____ | _____ | 11. Custodial and maintenance staff exists for the maintenance of school facilities as a part of the environment conducive to learning. |
| _____ | _____ | 12. The business functions of the district are performed by qualified personnel. |
| _____ | _____ | 13. Clerical help is provided to relieve professional staff of non-professional functions. |

Curriculum and Instruction

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|-------|-------|--|
| _____ | _____ | 1. The community, students and teachers are involved in developing and updating the philosophy, goals, and objectives at the district level and at each school site. |
| _____ | _____ | 2. Written board policy exists on the subject of: |
| _____ | _____ | a. Educational philosophy, goals, and objectives. |
| _____ | _____ | b. Teaching of controversial issues. |
| _____ | _____ | c. The selection of instructional materials. |
| _____ | _____ | d. The review of instructional materials, the use of which has been questioned by any individual or group. |
| _____ | _____ | e. Evaluation of programs and students on a periodic basis at the school district and site levels. |

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11. There is a planned program to effect coordination of the instructional program between various grade levels and between elementary, high school, and college levels (vertical articulation), and between the various disciplines at the same grade level (horizontal articulation).

12. A system has been devised for the governing board to establish program priorities.

Responsiveness to Each Learner's Needs and Aspirations

1. Provision is made for instructional processes appropriate to the individual learner.

2. Alternative educational programs are available to students.

3. There is joint educational planning and evaluation by the teacher, student, and parent.

4. Periodic student-teacher-parent conferences are held.

5. Students are granted and practice the fundamental rights which are expressed in the Constitution and laws.

6. A humane environment which maximizes student motivation for learning and individual expression has been established.

7. Students and parents are guaranteed easy access to the individual student's personnel records.

8. Parent visitation and assistance to the instructional staff at school is encouraged.

9. Administrators and staff initiate and invite home-school contacts, and provide opportunities for parent input.

10. There is clarification of the roles and responsibilities of the home as it relates to the school and the instructional program.

11. Each school provides a climate of caring, trust, and respect for all students.

12. There is evidence of school-community cohesiveness, as well as continuous academic and social growth for the student.

Employee and Pupil Personnel Services

1. Written policy exists concerning both certificated and classified staff regarding:

a. Salaries.

b. Leaves of absence.

c. Attendance at educational conferences.

d. Evaluation of performance.

2. Employees are involved in the formulation of policies which directly concern them.

3. Board policies are readily available to all members of the staff.

4. Communication has been established between the superintendent and all employees.

5. Provision is made for the complaints of employees to be heard and subsequent action to be taken.

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| <u> </u> | <u> </u> | 14. Provides training for new leaders to replace principals and other key staff members who may retire or leave for any cause. |
| <u> </u> | <u> </u> | 15. Has provided for his own temporary replacement in case of calamity. |
| <u> </u> | <u> </u> | 16. Has the confidence and respect of his staff. |
| <u> </u> | <u> </u> | 17. Avoids frequent overriding of subordinates. |
| <u> </u> | <u> </u> | 18. Provides for the systematic evaluation of all principals, other administrators and non-teaching professionals by appropriate administrators which is revealed to the employee. |
| <u> </u> | <u> </u> | 19. Meets regularly at least once a month with principals and other key administrators. |
| <u> </u> | <u> </u> | 20. Makes himself available to staff and private citizens alike within the limitations imposed by his complex duties. |
| <u> </u> | <u> </u> | 21. Has engendered a team spirit among the staff in their approach to educational problems. |
| <u> </u> | <u> </u> | 22. Develops and makes use of adequate lines of communication with the staff. |
| <u> </u> | <u> </u> | 23. Meets and confers with representatives of the teachers in accordance with the Winton Act. |

School Plant Planning and Management

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| <u> </u> | <u> </u> | 1. School facilities are adequate to meet student enrollment and to provide an environment conducive to learning. |
| <u> </u> | <u> </u> | 2. There is evidence of long-range planning for new sites and facilities where needed. |
| <u> </u> | <u> </u> | 3. A plan has been developed for the acquisition of sites as needed. |
| <u> </u> | <u> </u> | 4. Recognition has been given to the need for sufficient administrative personnel to keep abreast of the changes taking place in school design and construction in accordance with the educational needs of the district. |
| <u> </u> | <u> </u> | 5. Educational specifications are prepared by the district staff in accordance with the educational philosophy of the district and the policies of the board to guide the architect. |
| <u> </u> | <u> </u> | 6. The staff is involved in the plans for new facilities. |
| <u> </u> | <u> </u> | 7. The board reviews the plans of the architect at various stages in their development. |
| <u> </u> | <u> </u> | 8. School plants are well maintained by the staff. |
| <u> </u> | <u> </u> | 9. School plants are efficiently utilized by the staff. |
| <u> </u> | <u> </u> | 10. There is a planned program of preventive maintenance. |

Business and Financial Management

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| <u> </u> | <u> </u> | 1. The current income of the district meets the needs of the total program. |
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BOARD'S DECISION

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- f. Regularly-scheduled reports by the staff on various aspects of the instructional program at board meetings.
 - g. A cooperative relationship with news media.
 - h. Cooperation with other community agencies such as the planning commission, city council, family service agency, etc.
3. Written board policy outlines the channeling of complaints, criticisms, and concerns of the community for study and action.

Superintendent's Administration of the School District

1. As an administrator, the superintendent:

_____	_____	_____
_____	_____	_____
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- a. Distinguishes between prime problems and trivialities.
- b. Plans his own time so that matters of greatest importance are dealt with thoroughly.
- c. Has organized the staff so that appropriate decision-making may take place at various levels as contrasted with most decisions being made at the superintendent's level.
- d. Periodically reviews and reorganizes staff duties and/or responsibilities to take full advantage of the staff's special competencies.
- e. Has encouraged systemization such that all significant activities or duties are performed regularly or administered promptly.
- f. Encourages research and creativity among employees.
- g. Informs the board and general public in an annual report or in a series of reports of the state of the public schools.
- h. Provides the board with a written agenda at least two days before each board meeting.

PERSONAL EVALUATION OF THE SUPERINTENDENT

Relationship with the Board - The Superintendent

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- 1. Keeps the board informed on issues, needs, and operation of the school system.
- 2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
- 3. Interprets and executes the intent of board policy.
- 4. Seeks and accepts constructive criticism of his work.
- 5. Supports board policy and actions to the public and staff.
- 6. Has a harmonious working relationship with the board.
- 7. Understands his role in administration of board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data, and accepts responsibility for his recommendations. If the recommendation is questioned by the board, he finds another person to recommend.
- 8. Receives recommendations for personnel from board members with an open mind but applies the same criteria for his selection for recommendation as he applies to applications from other sources.

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- 9. Accepts his responsibility for maintaining liaison between the board and personnel working toward a high degree of understanding and respect between the staff and the board and the board and the staff.
- 10. Remains impartial toward the board, treating all board members alike.
- 11. Refrains from criticism of individual or group members of the board.
- 12. Goes immediately and directly to the board when he feels an honest, objective difference of opinion exists between him and any or all members of the board in an earnest effort to resolve such difference immediately.
- 13. Feels free to maintain his opposition to matters under discussion by the board until an official decision has been reached, after which time he subordinates his own views to those of the board as long as he remains in its employ.

Community Relationships

- 1. Gains respect and support of the community on the conduct of the school operation.
- 2. Solicits and gives attention to problems and opinions of all groups and individuals.
- 3. Develops friendly and cooperative relationships with news media.
- 4. Participates actively in community life and affairs.
- 5. Achieves status as a community leader in public education.
- 6. Works effectively with public and private agencies.

Staff and Personnel Relationships

- 1. Develops and executes sound personnel procedures and practices.
- 2. Develops good staff morale and loyalty to the organization.
- 3. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
- 4. Delegates authority to staff members appropriate to the position each holds.
- 5. Recruits and assigns the best available personnel in terms of their competencies.
- 6. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
- 7. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.
- 8. Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels which, within budgetary limitations, will best serve the interests of the district.
- 9. At the direction of the board, meets and confers with the negotiating council, representing to the best of his ability and understanding the interest and will of the board.

Educational Leadership

- 1. Understands and keeps informed regarding all aspects of the instructional program.
- 2. Implements the district's philosophy of education.

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3. Participates with staff, board, and community in studying and developing curriculum improvement.
4. Organizes a planned program of curriculum evaluation and improvement.
5. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.
6. Exemplifies the skills and attitudes of a master teacher and inspires others to highest professional standards.

Business and Finance

1. Keeps informed on needs of the school program -- plant, facilities, equipment, and supplies.
2. Supervises operations, insisting on competent and efficient performance.
3. Determines that:
- a. Funds are spent wisely.
 - b. Adequate control and accounting are maintained.
4. Evaluates financial needs and makes recommendations for adequate financing.

Personal Qualities

1. Defends principle and conviction in the face of pressure and partisan influence.
2. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
3. Earns respect and standing among his professional colleagues.
4. Devotes his time and energy effectively to his job.
5. Demonstrates his ability to work well with individuals and groups.
6. Exercises good judgment and the democratic processes in arriving at decisions.
7. Possesses and maintains the health and energy necessary to meet the responsibilities of his position.
8. Maintains poise and emotional stability in the full range of his professional activities.
9. Is customarily suitably attired and well groomed.
10. Uses English effectively in dealing with staff members, the board, and the public.
11. Writes clearly and concisely.
12. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.
13. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.
14. Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other districts and meeting with other superintendents.

