

OPERATING PRINCIPLES

A comprehensive superintendent evaluation process must:

1. Link to academic, social and emotional growth for all students in the system.
 - Rationale: Accountability must include multiple measurers of whole student learning.
2. Recognize the importance of a superintendent's work in the moral dimensions of leadership to facilitate a better quality of life for all groups, both inside the school community and in the greater community.
 - Rationale: The larger work of the superintendent is about shaping the future of the community and having a positive effect on people's lives.
3. Provide criteria reflective of professional standards for superintendents which is from multiple sources and is legal, feasible, accurate and useful.
 - Rationale: Standards of any kind are only effective if they meet suitability, utility, feasibility and accuracy measures
4. Provide opportunities for personal and professional growth.
 - Rationale: Evaluation processes must address the whole person and be oriented toward continuous improvement.
5. Be ongoing and connected to district/school improvement goals.
 - Rationale: An evaluation is a process, not a once a year conversation, and must be embedded in district's goals and school improvement plans.
6. Connect the district's goals with its publics' vision for their schools.
 - Rationale: Goals cannot be developed in isolation; district goals must reflect the community's highest hopes for its public schools and students.
7. Be intended to improve performance, not to prove incompetence.
 - Rationale: An effective evaluation process is established on a spirit of providing feedback for growth, not on finding evidence of shortcomings.

Pursuant to state law, any record or document, regardless of physical form, created by the District in connection with the evaluation of the Superintendent constitutes personnel information and is not open to inspection or copying. The Board's evaluation of the Superintendent will be conducted in executive session.

RECOMMENDED TIMELINES FOR SUPERINTENDENT EVALUATION

TIMELINE	ACTION	
June or July	1.	Board and superintendent review superintendent job description and evaluation process, forms, indicators, timelines and possible supporting documents, information and data to be used to measure performance.
	2.	Superintendent creates goals based on district goals, which are measurable and doable in 12-months. The goals are mutually agreed to by the board/superintendent and shared with staff.
	3.	Board President and superintendent review evaluation process and forms with new board members following the election.
December	4.	Superintendent makes interim progress reports to the board on district goals and superintendent goals.
December	5.	Superintendent may complete a self-assessment with supporting documents to be provided to the board.
December or January	6.	Individual board members complete evaluation forms and bring the forms to the board's evaluation session.
January	7.	Board members meet to discuss their evaluations and develop the board's official written document(s) that will be shared with the superintendent following the meeting.
January	8.	The board's official evaluation document(s) is shared, clarified and discussed with the superintendent at a special board meeting. Changes to the evaluation may be made as a result of the discussions.

January	9.	A copy of the final written evaluation form is placed in the superintendent's personnel folder.
May or June	10.	Superintendent reports progress on district and superintendent goals.

ADOPTED: August 2018

Policy References: