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Superintendent Evaluation:

Processes and practices to support positive student outcomes

Webinar #4
March 16, 2024

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Your WSSDA Leadership Development Team

Providing resources, guidance, training, research and support to WA school directors

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Here to support you in three ways:

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Tips for a great webinar

- Please mute yourself
- Cameras on or off – your choice
- Type questions in Q&A box for later
- Webinar is being recorded

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Today's topics

- Why boards need to evaluate their Superintendents
- How to meaningfully evaluate
- Tools and Supports

>> Please type questions in Q&A box

Overview of School Board Responsibilities

Set Mission, Vision, Goals

Financial Oversight

Community Engagement

Policy

Hire & Evaluate Superintendent

Monitor District Performance

BOARD BOOT CAMP

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WSSDA Leadership Consultants

School board experience + coaching expertise

Amy Cast

Mary Fertakis

The complexity of leading a public school district

"We expect superintendents to be all things to all people. They are to be effective **managers**, ensuring that a school district's financial, accounting, transportation, food services, and technology departments operate capably and smoothly. They are to be savvy **politicians**, communicating effectively with local taxpayers and with policymakers at the state, local, and national levels to shape legislation so that it will be of benefit to the school district. They are to be **instructional leaders** who are conversant in a wide range of curricula and instructional strategies."

"What Matters Most in Superintendent Evaluation", Davidson, Schwanenberger, Wiggall, 2019

Why should a board evaluate their Superintendent?

It's proven to support student achievement.

As a part of the district's accountability to the public.

To support the Superintendent's professional development.

To strengthen the Board-Superintendent relationship.

Building trust with stakeholders.

To comply with RCW 28A.405.100

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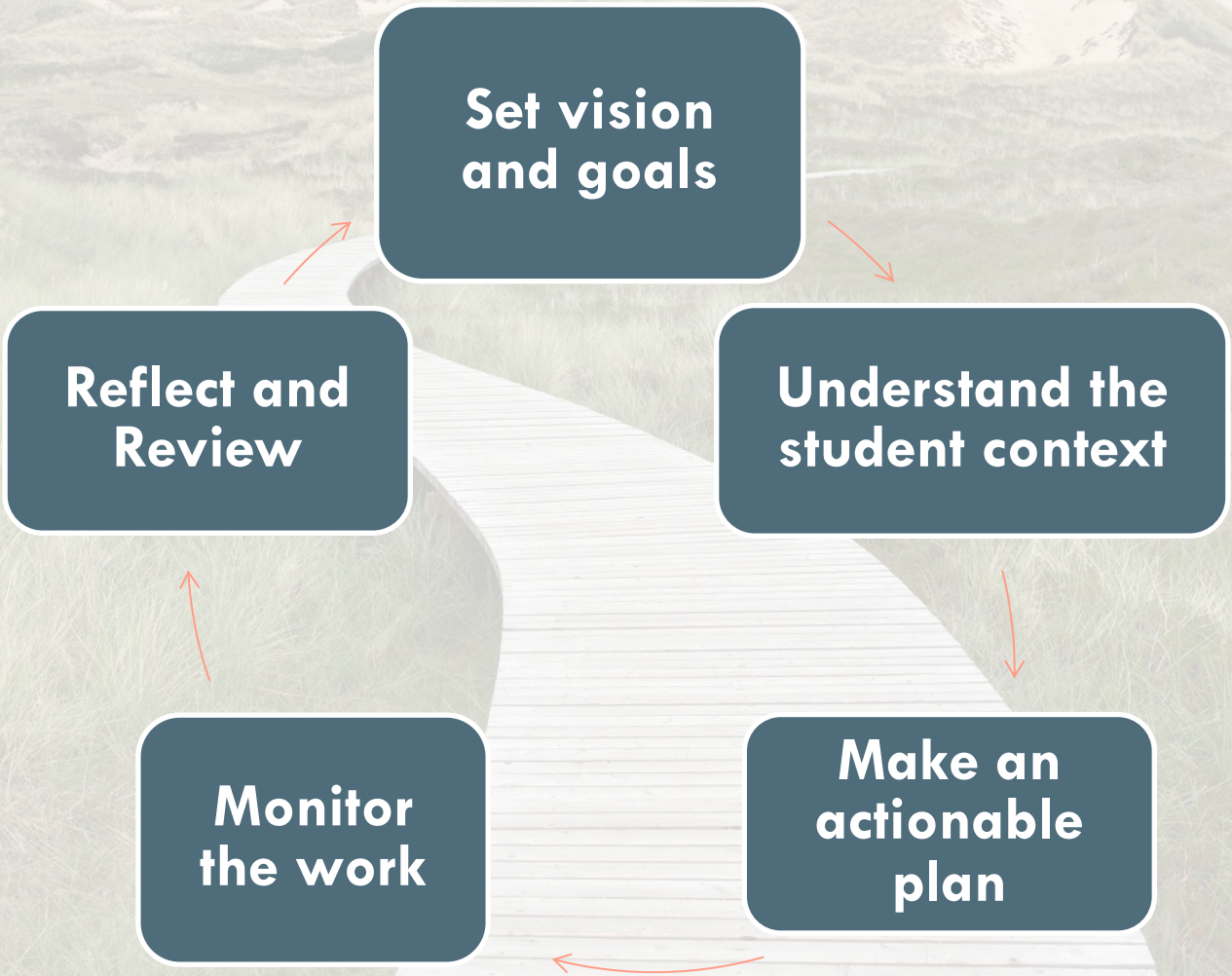
How a Board conducts the evaluation is just as important as Why

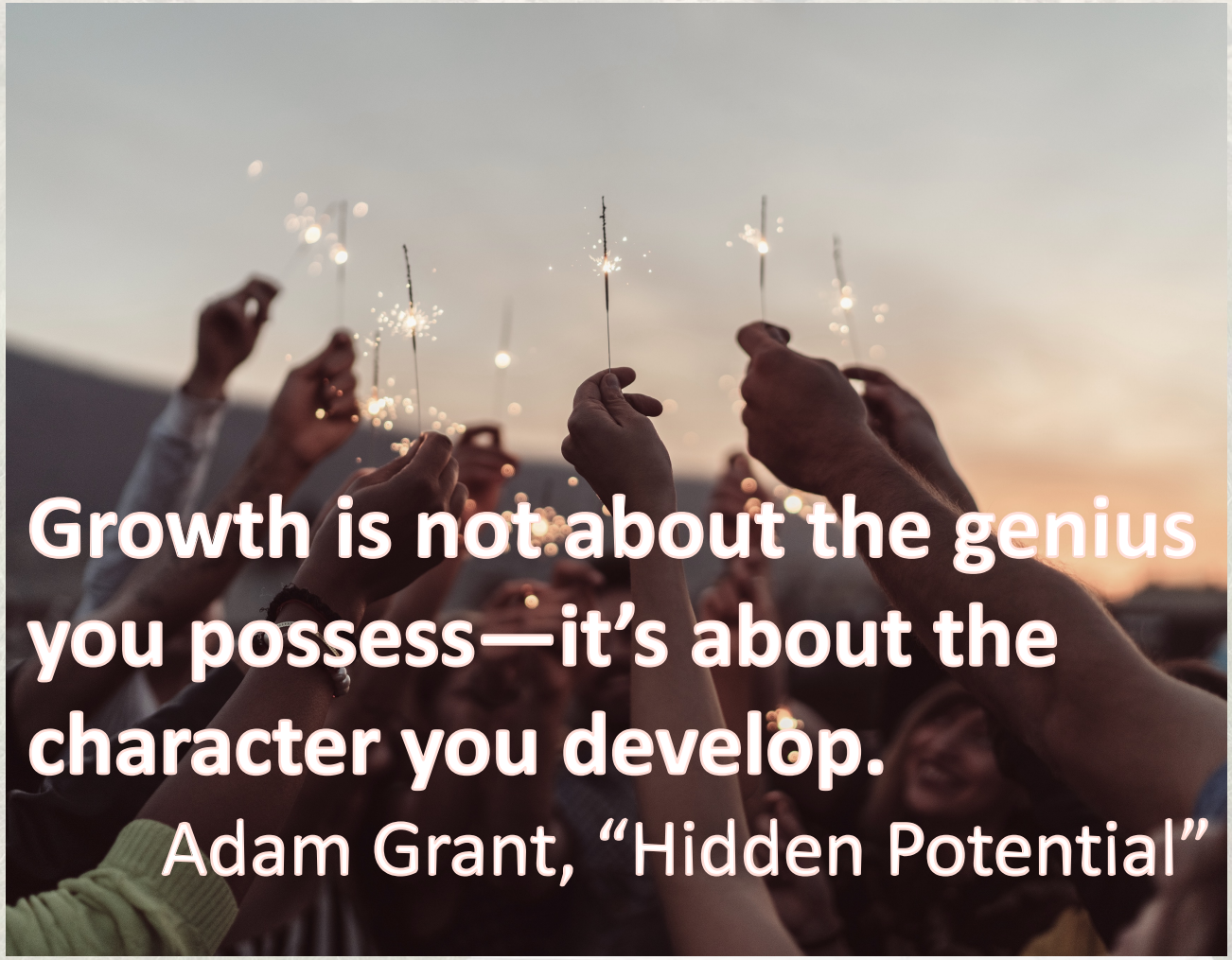
1. The evaluation process should support the district's leadership cycle, not be independent of it.



1. The evaluation process should support the district's leadership cycle, not be independent of it.

The evaluation is an opportunity to have productive, inspiring, conversations centered on student needs: common aspirations and how you can work together to get there.

2. How the evaluation is conducted should set the tone for the entire organization.



2. How the evaluation is conducted should set the tone for the entire organization.

1. *First check-in with the superintendent:*
   - What is your expectation for the process? And what do you not want?
   - How was your most recent superintendent evaluation?
2. *Then discuss as a board:*
   - How does the board see its role in the evaluation process?
   - What is the desired outcome?
   - What expectations does the board have for the superintendent's experience in the process? How would you want them to experience the process?
3. *Do the board and superintendent approaches align or differ?*

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3. Two-sided coin: the Board and Superintendent both have accountability.

The evaluation process should be a system of accountability for the Board and a way for Superintendents to get thoughtful feedback that promotes growth and the supports to get there.

3. Two-sided coin: the Board and Superintendent both have accountability.

- The process needs to support the fact that the outcome is **one** evaluation, not five.
- Stay away from a checklist, the conversation should be two-way
- The superintendent has a reasonable expectation that the board will provide supports to be successful.
- The process should be achievable without excessive demands on any of the participant's time or resources. Beware of excessive evidence gathering.
- Have similar criteria year over year to support growth.

4. The process needs to be legal, ethical and professional.

Legal: compliant with RCW 28A.405.100 plus other employee relations law (*i.e. no discrimination, proper notice, confidentiality requirements*).

Ethical: The *Personnel Evaluation Standards* of the Joint Committee on Standards for Educational Evaluation outlines expectations. Objectivity, transparency, set in policy, accuracy are important themes.

Professional: The evaluation should reflect realistic demands of the position, assess the essential skills and work of a Superintendent and not place cumbersome reporting requirements on the Superintendent.

Executive Session

Permitted for planning and discussion, not voting

Executive Session supports trust building conversations

- Review the specifics of the evaluation from the rubric, and conducting the "scoring"
- Discuss with the superintendent to review their feedback
- Don't to say anything about extending a contract within the Executive Session – that MUST be done in the business meeting. No agreements or promises within Executive Session

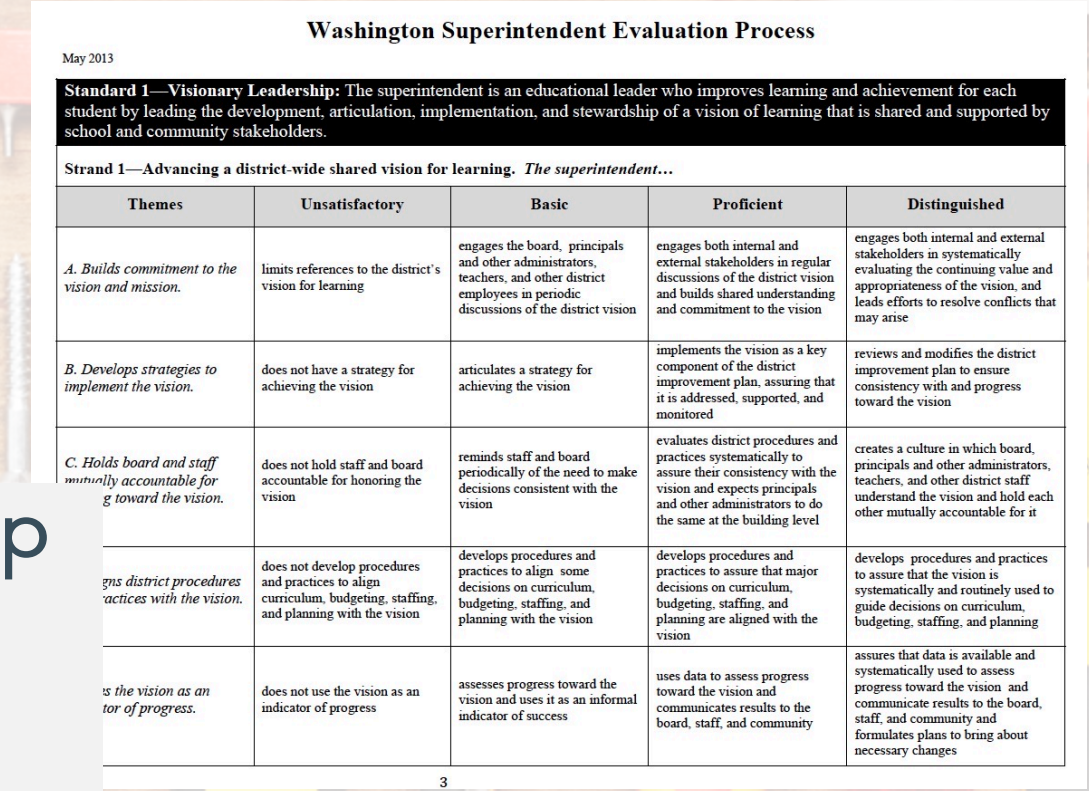
Tools and Processes to support your Evaluation

Standards Based (WSBSE)

Based on the standards around Superintendent's role

Similar to evaluation models for teachers, the Standards Based tool uses a rubric that lists very detailed standards and how to evaluate performance against them.

Found at: wssda.org > Leadership Development > Superintendent Evaluation Model



Washington Superintendent Evaluation Process

May 2013

Standard 1—Visionary Leadership: The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.

Strand 1—Advancing a district-wide shared vision for learning. ***The superintendent…***

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Builds commitment to the vision and mission.	limits references to the district's vision for learning	engages the board, principals and other administrators, teachers, and other district employees in periodic discussions of the district vision	engages both internal and external stakeholders in regular discussions of the district vision and builds shared understanding and commitment to the vision	engages both internal and external stakeholders in systematically evaluating the continuing value and appropriateness of the vision, and leads efforts to resolve conflicts that may arise
B. Develops strategies to implement the vision.	does not have a strategy for achieving the vision	articulates a strategy for achieving the vision	implements the vision as a key component of the district improvement plan, assuring that it is addressed, supported, and monitored	reviews and modifies the district improvement plan to ensure consistency with and progress toward the vision
C. Holds board and staff mutually accountable for g toward the vision.	does not hold staff and board accountable for honoring the vision	reminds staff and board periodically of the need to make decisions consistent with the vision	evaluates district procedures and practices systematically to assure their consistency with the vision and expects principals and other administrators to do the same at the building level	creates a culture in which board, principals and other administrators, teachers, and other district staff understand the vision and hold each other mutually accountable for it
gns district procedures actices with the vision.	does not develop procedures and practices to align curriculum, budgeting, staffing, and planning with the vision	develops procedures and practices to align some decisions on curriculum, budgeting, staffing, and planning with the vision	develops procedures and practices to assure that major decisions on curriculum, budgeting, staffing, and planning are aligned with the vision	develops procedures and practices to assure that the vision is systematically and routinely used to guide decisions on curriculum, budgeting, staffing, and planning
s the vision as an tor of progress.	does not use the vision as an indicator of progress	assesses progress toward the vision and uses it as an informal indicator of success	uses data to assess progress toward the vision and communicates results to the board, staff, and community	assures that data is available and systematically used to assess progress toward the vision and communicate results to the board, staff, and community and formulates plans to bring about necessary changes

3

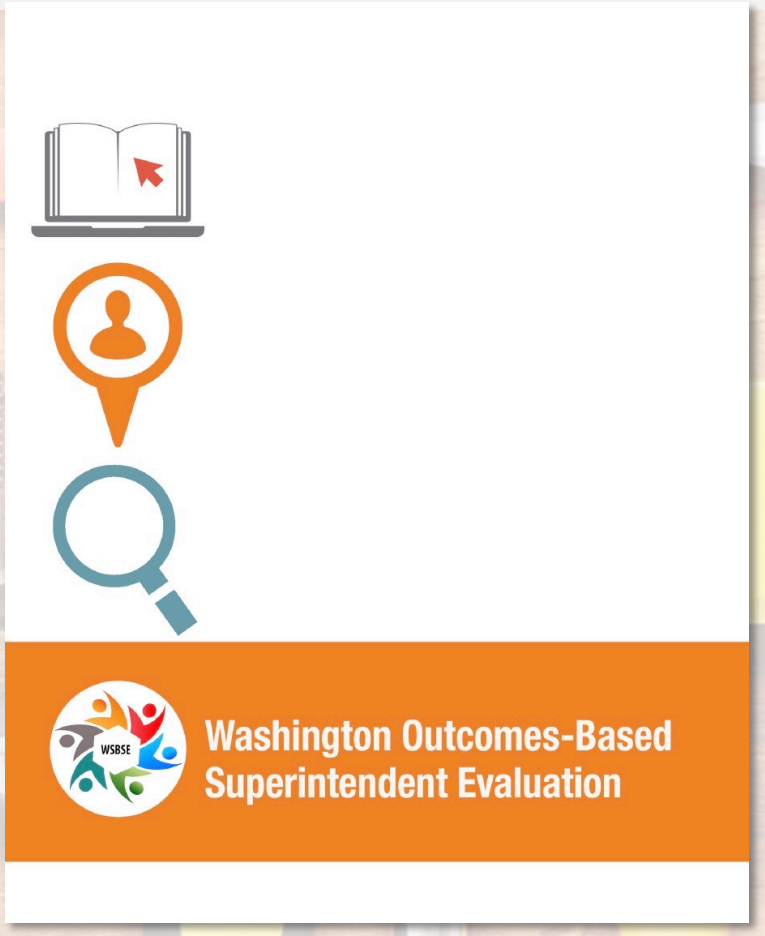
Outcomes Based

Focused on a district's strategic plan

Primary focus: the district's strategic goals, with a structured way to evaluation administration, leadership and board relations.

Simple guiding principles available on the WSSDA website.

Comprehensive tool under development: to be released in 2024.



Evaluation in Policy Governance

Performance of the district = performance of the Superintendent

In a Policy Governance model, progress towards accomplishing the "Ends" and staying within the Executive Limitations is a conversation that happens often and in public meetings.

Superintendent Performance Assessment

BACKGROUND

The Superintendent performance assessment should be conducted on an ongoing basis with regular feedback between the Board and the Superintendent. Progress on "organization results" should be reported on and be evident throughout the academic year. The biannual reviews are conducted to formally record the nature of the ongoing performance discussion between the Board and the Superintendent. There should be no surprises at the biannual performance review meetings.

POLICY

Systematic and rigorous monitoring of Superintendent job performance will be measured against the expected Superintendent job outputs including:

1. Organizational accomplishment of Board Ends policies. The Ends Policies criteria relate to the short and long-term results which the Superintendent is expected to achieve. The Superintendent's reasonable interpretation of Ends Policies should include the most important short-term results/milestones for the year. The outcomes in the interpretation should not be exclusively short-term; they should also include key milestone results in a longer-term strategic journey.

Support for every process

Plan as a leadership team to work smarter, not harder

- Your Strategic Plan is a critical tool
- Align your superintendent contract with your process
- Dust off the Superintendent Job Description
- Calendar for predictability, transparency, accuracy
- Invest in considering how to best gather evidence
- Focus on the long-term growth of the district
- Consider the context of your district
- Plan for what should happen in Executive Session and what should happen in your board meeting
- Always – support trust building and consensus building

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Time for your questions

>> Please type questions in Q&A box

Other learning opportunities at wssda.org/events/

APRIL 2024

Subscribe

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
8a WSSDA Platform Revision Window						
	3p WSSDA Board Subcommittee | ED Search Firm Interviews & Selection	12p Leg Rep Network Meeting	6p Special WSSDA Board Meeting			
7	8	9	10	11	12	13
8a WSSDA Platform Revision Window 5p						
14	15	16 12p New Director Network	17	18 6p DA 8 Regional Meeting - Highland	19 9a Convening of School Directors and Tribal Leaders	20
21	22	23	24	25	26	27 10:15a DA 1 Regional Meeting - San Juan Island
28	29 6p DA 2 (North) Regional Meeting - Issaquah 6p Legislative Updates + What Can School Boards Do For Student Reps? — Virtual	30	1 6p DA 7 Regional Meeting - Ephrata	2 6p DA 9 Regional Meeting - Nine Mile Falls	3 9a Convening of School Directors and Tribal Leaders	4

MAY 2024

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29 6p DA 2 (North) Regional Meeting - Issaquah 6p Legislative Updates + What Can School Boards Do For Student Reps? — Virtual	30	1 6p DA 7 Regional Meeting - Ephrata	2 6p DA 9 Regional Meeting - Nine Mile Falls	3 9a Convening of School Directors and Tribal Leaders	4
5	6 6p DA 5 Regional Meeting - Rainier	7 12p Leg Rep Network Meeting	8	9	10	11
12	13	14 9a Convening of School Directors and Tribal Leaders	15	16 5:15p PILOT: Discovering Educational Disparities - Spokane, WA 6p DA 3 Regional Meeting - Carbonado	17	18 9a WSSDA Board Meeting
19	20 6p DA 11 Regional Meeting - Columbia (Burbank) 6p Finalizing Annual Project + End of Year Reflections — Virtual	21 12p New Director Network 6p DA 10 Regional Meeting - Freeman	22	23	24	25
26	27	28	29 5p FRN Meeting	30 6p DA 2 (South) Regional Meeting - Kent	31	1

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Join us for the next webinar Tuesday, May 21st

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Future webinar topics:

- Engaging with your community
- The value of student voice
- Deciphering student achievement data
- Understanding the curriculum adoption process

What topics would you like us to cover this year?