

Administration

Evaluation of the Superintendent

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

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Evaluation of the Superintendent (continued)

Recommended Evaluation Process

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

Beginning of New Evaluation Year Meeting – July/September

Step 1: The Board conducts its self-evaluation and goal-setting.

Step 2: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Step 3: In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

Mid Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance in light of previously established goals.

Step 2: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

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Evaluation of the Superintendent

End of the Year Evaluation of the Superintendent – May / June (continued)

Step 2: The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Step 3: A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Superintendent Evaluation Process

Superintendent's Evaluation Cycle:

I. Timeline:

Summer	Board and Superintendent Discuss and Identify District Goals Based on the Discussion the Superintendent (and others as needed) Drafts Annual Performance Goals and District Goals
Fall	Board of Education Reviews and Considers Approval of Annual District Goals District and Building Improvement Plans are Reviewed in the Context of District Goals
January	Mid-year review of Board Goals and Superintendent Performance Goals Informal discussion regarding Superintendent Performance as it relates to the LEAD CT Superintendent Competency Framework Informal feedback provided by BOE to Superintendent. Goals Adjusted as needed.
May/June	Superintendent Evaluation Session Superintendent presents information/data on both District Improvement Goals and Superintendent Performance Standards BOE evaluates Superintendent's job performance based on the information presented and the standards outlined in the LEAD CT Superintendent Competency Framework.

II. Superintendent's Annual Performance Goals and/or District Goals

The District Goals are in fact the superintendent's goals. The annual goals should align with the multi-year School District Strategic Plan.

1. Progress toward...
2. Improvement in...

III. LEAD CT Superintendent Competency Framework-Leadership Performance Standards

1. Develops and Implements Vision that Inspires Action and Commitment

- 1.1 Works with the Board of Education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs and highest aspirations for its children.
- 1.2 Articulates to all stakeholders the importance of achieving the vision
- 1.3 Secures commitment from all stakeholders to act up on the vision of what the district must become
- 1.4 Creates urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely
- 1.5 Continuously demonstrates through communication, leadership routines and professional practices the importance of achieving the vision.

2. Develops and Implements a District Leadership Theory of Action that Guides Decision Making

- 2.1 Articulates and acts upon an overarching theory of action that communicates the underlying rationale for how the district will achieve its vision.
- 2.2 Articulates and tests theories of action for all major aspects of the district's improvement work.
- 2.3 Executes a district leadership theory of action to build district coherence and alignment

3. Aligns Resources to Drive a District-Wide Strategy for Improving the Performance of all Students

- 3.1 Examines a wide range of data to determine root causes of areas of concern related to improving teaching and learning
- 3.2 Involves key stakeholders in developing strategies to address areas of concern.
- 3.3 Focuses on a small number of high-leverage strategies aligned with the theory of action.
- 3.4 Leads a budget development process that results in systems and support for integrated district improvement strategies.

III. LEAD CT Superintendent Competency Framework-Leadership Performance Standards (continued)

- 4. Results and Improvement Orientation that Addresses both Accountability and Capacity- Building**
 - 4.1 Guides leadership teams to develop and maintain meaningful and measurable goals for professional practice and student learning at the district and school level
 - 4.2 Establishes an aligned, district-wide improvement cycle based on diagnosis, planning, implementation, and monitoring.
 - 4.3 Establishes accountability for improvement at the district, school and classroom level
- 5. Demonstrates Leadership Grounded in BOE and Superintendent Collaborative Governance.**
 - 5.1 Works with the Board to establish district goals and systems and processes for monitoring progress over time
 - 5.2 Works in cooperation with the Board of Education to engage and inform of progress toward goals
 - 5.3 Works with the Board of Education to regularly assess and to clarify the roles and responsibilities of the Board and superintendent in the areas of policy, management and collaborative governance
 - 5.4 Demonstrates strong support and advocacy for Board approved district goals in various public settings
- 6. Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability**
 - 6.1 Holds all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility
 - 6.2 Invests in developing the capacity of teachers and leaders to improve performance over time
 - 6.3 Demonstrates a strong commitment to professional learning at all levels of the organization
- 7. Purposely Aligns Systems and Structures that Support the District Theory of Action and Strategic Operating Plan**
 - 7.1 Develops and oversees a comprehensive approach to human capital that aligns to district vision, strategy and goals
 - 7.2 Establishes and implements a strategic approach to resource allocation and budget management
 - 7.3 Ensures effective management of the districts' core functions

III. LEAD CT Superintendent Competency Framework-Leadership Performance Standards (continued)

8. Possesses Personal Leadership Competencies Associated with Effective District Leadership

- 8.1 Demonstrates belief that every student can achieve at high levels and demonstrates an urgency to improve student achievement
- 8.2 Manages resistance to change and engages in difficult conversations to maintain consistent focus on high levels of achievement
- 8.3 Builds trusting, respectful relationships to improve student learning
- 8.4 Explores how identity and life experiences have shaped assumptions and unconscious biases; Works to increase self-awareness in order to have a positive impact
- 8.5 Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity
- 8.6 Uses consensus building and negotiation strategies and conflict resolution skills to lead to authentic stakeholder engagement

IV. Comments, Commendations, Focus Areas for Improvement based on the LEAD Connecticut Superintendent Competency Framework:

- 1. Develops and Implements Vision that inspires Action and Commitment

- 2. Develops and Implements a District Improvement Plan that Guides Decision Making

- 3. Aligns Resources to Drive a District-wide Strategy for Improving the Performance of All Students

- 4. Demonstrates a Results and Improvement Orientation that Addresses both Accountability and Capacity Building

5. Demonstrates Leadership Grounded in Collaborative Governance

6. Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability

7. Purposely Aligns Systems and Structures that Support the District Improvement Plan and Strategic Operating Plan

8. Possesses Personal Leadership Competencies Associated with Effective Leadership

V. Evaluation Summary:

Recommendations and Commendations:

Primary Focus Areas for the next evaluation period:

Superintendent Signature _____ Date: _____

BOE Chairperson Signature _____ Date: _____