# EVALUATION OF SUPERINTENDENT REGULATION

Each member of the Board of Education will evaluate the Superintendent of Schools in a number of categories listed on the attached sheet under four district headings. In each category, a grade will be given for each of four criteria listed horizontally on the attached sheet. This commentary explains the categories, the criteria, and the grading system.

*A.* *The grading system*

There will be four grades:
1=Unsatisfactory
2=Good
3=Very Good
4=Exceptional

The rationale for these grades is as follows. In the final analysis, somebody's performance in a particular area using a particular criterion is either satisfactory or unsatisfactory (it would be a "cop-out" to allow for a grey area of "neither satisfactory nor unsatisfactory). The unsatisfactory grade needs no further elaboration. It is useful, however, to refine the satisfactory grade by specifying good, very good or exceptional. These are words for which everybody has a "gut" feeling and need little elaboration. Clearly, "good" suggests a fairly low degree of satisfaction, accompanied by a variety of concerns. "Very good" indicates minimal concerns, etc. Board members should feel free to accompany their numerical grade with written comments, either concerns or praise.

*B.* *The Categories*

*Educational Leadership*

These categories cover all the duties of the Superintendent that relate to children's education, i.e., the product delivered by the school system. The Superintendent is being graded for the quality of the educational program (curriculum), for the delivery of the educational program (staff hiring, development, supervision), the teaching/learning environment, and the educational outcome.

In the written comments, Board members may wish to comment on particular curriculum areas, such as the core curriculum, special education, special programs (e.g., gifted and talented), co-curricular activities, sports, the use of modern technology, etc.

*Administration/Management*

In these categories, the Superintendent is graded for his/her performance as the chief executive officer or top manager of the system. He/She is accountable for the performance of all employees of the district. He/She is therefore, graded for the performance of the central office administrators, school principals, and the faculty and also for the spirit of cooperation and mutual respect among the various groups of district employees, including the Superintendent

It may be useful to delineate more clearly the "educational" and "management" categories. In the former, the focus is on the product being delivered, i.e., education. In the latter, the focus is management issues that would be present independent of what the system's product is.

*Business and Finance, Community Relations, Board of Education Relations*

These categories are self-explanatory.

*C. The Criteria*

*Active role/inspiration*: grades the Superintendent's involvement. Note that the degree of active role would vary enormously from category to category. The grade should reflect the extent to which the Superintendent plays an appropriate role in setting direction, inspiring and actually participating versus delegating, etc.

*Organization/planning/implementation:* grades the Superintendent on the quality of the structures that are set in place to carry out tasks, the quality of planning and the methods that are being used.

*Informed/keeping abreast:* grades the Superintendent on his/her knowledge of the various areas of responsibility and the extent to which he/she keeps abreast with actual events in the district and with relevant developments in the rest of the world.

*Effectiveness:* grades the way the job is ultimately done and is in many ways a composite of the other three criteria. In other words, independent of role, knowledge or methods, does he/she get the job done well?

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