

Superintendent Evaluation: A Vehicle for Continuous Improvement

New Haven Board of Education Superintendent Evaluation- Overview January 28, 2019

A National Perspective: Superintendent Evaluation, Hanover Associates, 2011 (LEAD CT)

Snapshot of national practice.....

**A State Perspective: *Superintendent Evaluation Public Under State Law, But It Doesn't Always Turn Out that Way*, Hartford Courant,
December 29, 2016**

***Secret Superintendent Evaluations Unacceptable*,
Hartford Courant editorial, January 3, 2017**

**30% of the 137 CT School Boards that reported conduct oral
superintendent evaluations in Executive Session**

**92 of the 137 CT Boards reported superintendent
evaluation results in a written document**

77 of the 137 CT Boards sent written evaluation to Courant

(FOI)

Discussion: Implications and Reactions ?

ASSUMPTIONS

SUPERINTENDENT LEADERSHIP COUNTS AND IS INSTRUMENTAL IN IMPROVING STUDENT ACHIEVEMENT

THE SCHOOL DISTRICT GOVERNANCE TEAM IS CRITICAL TO THE SUCCESS OF A SCHOOL DISTRICT; THERE MUST BE AGREEMENT ON GOALS AND EXPECTATIONS

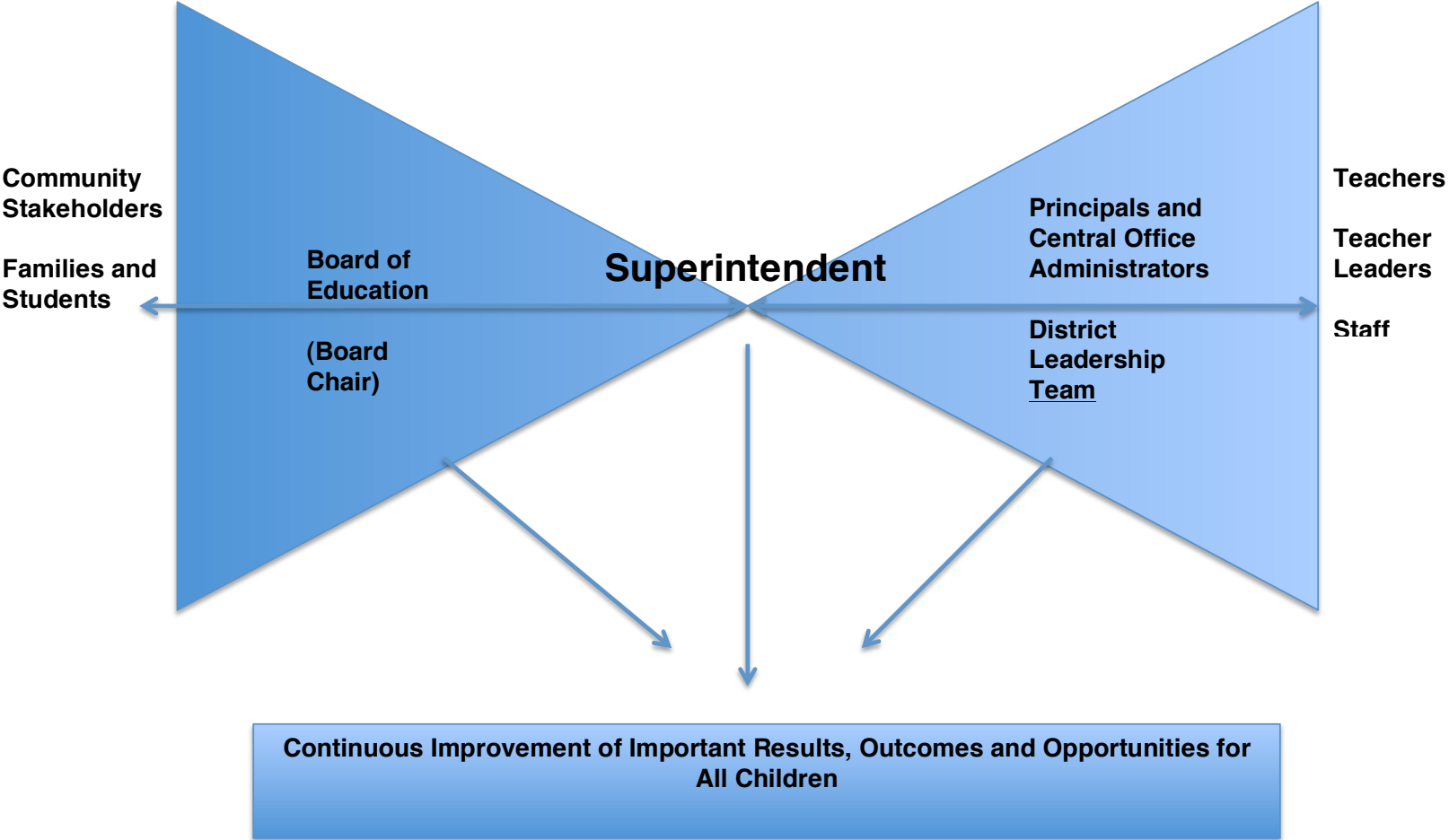
LEADERSHIP FOR LEARNING IS THE CORE WORK OF THE SUPERINTENDENT AND DISTRICT LEADERSHIP TEAM BASED ON AGREED UPON DISTRICT GOALS

IN LEADERSHIP FOR SYSTEMIC REFORM AND SUSTAINED IMPROVEMENT COHERENCE AND ALIGNMENT ARE BOTH ESSENTIAL AND CRITICAL

CREATING OR HARNESSING THE “URGENCY FOR IMPROVEMENT” IS FUNDAMENTAL AND MUST BE SUPPORTED THROUGH A SHARED PURPOSE AND INTERNAL ACCOUNTABILITY

SUPERINTENDENT LEADERSHIP MUST BE STRATEGIC AND HIGH LEVERAGE WITH A PURPOSEFUL THROUGH LINE TO THE INSTRUCTIONAL CORE

Why Superintendent Leadership Matters and How Superintendents Implement A Powerful District Leadership Theory of Action



Key Attributes of A Superintendent Evaluation System

- 1. Performance review and feedback must be based on clear criteria and evidence**
- 2. Standards and goal-based evaluation of the superintendent is fundamental to collaborative governance and continuous improvement**
- 3. The process must be designed to promote high levels of CEO effectiveness , professional growth, and ongoing dialogue between the superintendent and school board**
- 4. The evaluation process must be supported by a fair, credible, and evidence-based process**
- 5. An agreed upon evaluation process prevents a hurried and disruptive process if trust and communication start to arise between the board and superintendent**
- 6. Standards-based feedback allows for leadership adjustments and improvements**
- 7. The final evaluation is often tied to annual compensation decisions and contract extension**

Common Components for Superintendent Evaluation

1. Agreed upon timeline, activities or processes and an evaluation instrument
2. Identified district goals with agreed upon performance measures
3. Superintendent leadership standards with clear and observable criteria
(**LEAD CT/CABE/CAPSS**)
A system for BOE members to provide feedback or ratings based on standards (rubrics, rating categories, narrative or combination)
4. Superintendent Self Evaluation and Reflection process or embedded opportunity
5. Summary statement (sometimes this is the only item placed in personnel file)

Other Items

Collaborative governance criteria and instrument

BOE Self Evaluation criteria and instrument

New Haven Public Schools Superintendent Evaluation Timeline

	<p>Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</p>
<p>Step 1: Board Self-Evaluation and Goal Setting Step 2: Leadership Team Goal / Priority Setting. Step 3: Superintendent’s Professional Goals and Objectives.</p>	
	<p>Mid-Year Evaluation Meeting December / January (Conducted in executive session)</p>
<p>Step 1: Board Reviews Its Performance Step 2: Informal Leadership Team discussion regarding progress on goals and objectives. Step 3: Targeted informal feedback provided to Superintendent regarding his/her performance.</p>	
	<p>End of Year Evaluation of the Superintendent May / June</p>
<p>Step 1: Superintendent presents “year in review” self-assessment to Board of Education regarding his/her performance. Step 2: Board of Education evaluates the Superintendent’s job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided. Step 3: Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation. Step 4: Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.</p> <p>Note: Superintendent’s Evaluation is a public document subject to FOIA.</p>	

FRAMEWORK ATTRIBUTES

Bold – instills urgency among students, staff and stakeholders for dramatic improvements based entirely upon the learning needs of students.

Strategic – drives toward clear end results in cooperation with the board of education supported by a strong district theory of action and deliberate efforts to build coherence by aligning and integrating structures, processes and initiatives.

Sustainable – works with board of education and district leadership team to build capacity within the district and its stakeholders that will last long past the tenure of the current superintendent.

Key competency areas through which a superintendent drives dramatic student achievement gains:

- 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 upon 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 cause 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 initiatives
- 4. Results and Improvement Orientation that Addresses both Accountability and Capacity-Building**
 - 4.1 Guides leadership teams to develop and attain meaningful and measurable goals for professional practice and student learning at the district and the 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 a Results and Improvement Orientation that Addresses both Accountability and Capacity-Building**
 - 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, mutual accountability, a strong sense of individual and group efficacy and a focus on student learning
 - 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 district's core functions
- 8. Personal Leadership Competencies Associated with Effective District Leadership**
 - 8.1 Belief. Demonstrates belief that every student can achieve at high levels and demonstrates an urgency to improve student achievement
 - 8.2 Manages Change and Resistance. Manages resistance to change and engages in difficult conversations to maintain a consistent focus on high levels of achievement
 - 8.3 Relationship Building. Builds trusting, respectful relationships to improve student learning
 - 8.4 Equitable Practice. Explores how identity and life experience have shaped assumptions and unconscious biases. Works to increase self-awareness to have a positive impact on the staff, members of the board and community and other stakeholders
 - 8.5 Resiliency and Perseverance. Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity
 - 8.6 Advanced Communication Skills. Uses consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement. Demonstrates political savvy and respectful engagement across all stakeholder groups

The draft evaluation document that Dr. Birks has developed for review this evening takes into consideration all of the concepts referred to in this presentation.

Questions, comments or considerations going forward.....

Questions and Comments? Thank you

**Dr. Robert Villanova
Connecticut Center for School Change
Neag School of Education, UCONN**



NEW HAVEN PUBLIC SCHOOLS

Superintendent's Evaluation Plan Communication Timeline

Date	Action	Person Responsible
July 30-31, 2018	Conducted a Retreat and established Board's draft Goals and draft District's Goals	Board of Education Superintendent
October 5, 2018	Review draft of the <i>Superintendent's Evaluation Process and Timeline Flowchart</i>	Superintendent's Evaluation Committee
October 15, 2018	Provide a revised draft of the <i>Superintendent's Evaluation Process and Timeline Flowchart</i>	Superintendent
October 22, 2018	Review <i>Superintendent's Evaluation Process and Timeline Flowchart</i>	Superintendent's Evaluation Committee
October 23, 2018	Discuss the <i>Superintendent's Evaluation Instrument</i>	Superintendent's Evaluation Committee
November 13, 2018	Discuss the District's Goals	Board of Education
November 20, 2018	Discuss and review the <i>Superintendent's Evaluation Plan</i> , including the <i>Process, Timeline Flowchart and Instrument</i>	Superintendent's Evaluation Committee
December 4, 2018	Review and revise the <i>Superintendent's Evaluation Process, Timeline Flowchart and Instrument</i>	Superintendent's Evaluation Committee
December 10, 2018	Vote to approve and adopt the District's Goals	Board of Education
December 11, 2018	Review, revise and finalize the <i>Superintendent's Evaluation Process, Timeline Flowchart and Instrument</i>	Superintendent's Evaluation Committee
January 28, 2019	Present the finalized <i>Superintendent's Evaluation Plan</i> , including the <i>Process, Timeline Flowchart and Instrument</i>	Superintendent's Evaluation Committee
January 28, 2019	Vote to approve and adopt the finalized <i>Superintendent's Evaluation Plan</i> , including the <i>Process, Timeline Flowchart and Instrument</i>	Board of Education



NEW HAVEN PUBLIC SCHOOLS

2018-
2019

Superintendent's Evaluation Process and Timeline Flowchart

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Introduction

The New Haven Public Schools Superintendent's Evaluation process is designed to provide a set of annual evaluation activities that will assist the Board in providing a performance evaluation of the Superintendent based on progress toward identified district goals and national and state superintendent performance standards.

The Board's evaluation of the Superintendent is one of the Board of Education's most important functions. A Superintendent's Evaluation is mandated by Connecticut Education Law (C.G.S. 10-157a) and is required on an annual basis. The evaluation is the instrument through which the Board provides feedback to the Superintendent on how she or he is performing, whether district goals are being achieved, and what needs to be done in order to accelerate progress toward these district goals.

This evaluation format is designed to reflect research and best practice in superintendent evaluation, including the use of a standards-based rubric to provide the Superintendent actionable improvement recommendations and commendations.

Implementation

- (a) Beginning with September 15, 2018 and each year thereafter, the Board president, at least one Board member, and the Superintendent shall meet to discuss and agree upon the Superintendent's Evaluation goals, format, and process.
- (b) Beginning July 1, 2019, each year thereafter, and prior to the Superintendent's Evaluation Executive Session, the Superintendent shall submit a written self-appraisal to the Board, including his/her progress in achieving his/her goals and other accomplishments.
- (c) During the month of September, 2019 and each year thereafter, the Board shall conduct a written evaluation of the performance of the Superintendent. In conducting the evaluation, the Board shall use the format and process to which the Superintendent and Board have agreed and shall consider the Superintendent's self-appraisal.

The Board's annual evaluation of the Superintendent will take place in Executive Session. If in the evaluation, the Board determines that the Superintendent is deficient in any respect, it may provide to the Superintendent, in writing, specific examples of areas for improvement, including recommendations regarding areas of improvement. A copy of the written, final evaluation shall be delivered to the Superintendent within thirty (30) days of its completion, and the Superintendent shall have the right to submit a written response, which shall become part of the Superintendent's personnel file.

Superintendent's Evaluation Process and Timeline Flowchart

Beginning of Year Meeting – September

Step 1: The District's Leadership Team (Board of Education and Superintendent) meet to discuss district goals and Superintendent Evaluation Goals.

Step 2: In an Executive Session scheduled and posted for the purpose of an evaluation of the Superintendent, the Board of Education discusses with the Superintendent identified performance goals developed in support of district goals. Where appropriate, specific goals for the Superintendent reflect the most recent evaluation of the Superintendent's performance. This discussion will also include a review of the process and format by which the Superintendent's performance will be evaluated.

Mid-Year Progress Monitoring – December / January

Step 1: The Leadership Team (Board and Superintendent) meet in executive session to informally discuss progress on goals and objectives established in July/August. This session 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 2: During this same discussion, Board of Education will provide targeted informal feedback to the Superintendent about his/her effectiveness relative to previously established goals and objectives. The purpose of this informal feedback session is to assess the district's progress toward goals and provide the Superintendent with an opportunity to discuss any Board of Education concerns and to avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation– July thru September

Step 1: The Superintendent will share a verbal "Year in Review" Self-Assessment with the Board of Education in Executive Session. This self-assessment may be supplemented with documentation, such as a formal narrative, portfolio, or other mutually agreed upon formats established at the beginning of the year Superintendent's Evaluation executive session. This documentation regarding the Superintendent's job performance will provide evidence to aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Step 2: The Board of Education will conduct 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 the written performance evaluation (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 will be either a written or verbal draft performance evaluation of the Superintendent of Schools.



**Beginning of New Evaluation Year Meeting July / September
(Meeting to be conducted in Executive Session)**

- Step 1: Leadership team goal / priority setting
- Step 2: Superintendent's professional goals and objectives

**Mid-Year Progress Monitoring December /January
(Conducted in Executive Session)**

- Step 1: Executive Committee discussion regarding progress on goals and objectives
- Step 2: Targeted informal feedback provided orally to Superintendent regarding his/her performance

**End of Year Evaluation of the Superintendent July/ September
(Conducted in Executive Session)**

- Step 1: Superintendent presents "year in review" Self-Assessment to Board of Education regarding his/her performance. (July 1, 2019)
- Step 2: Meeting between Board of Education and the Superintendent to share and discuss draft evaluation. (in executive session) One draft evaluation document is developed during this meeting
- Step 3: Formal evaluation is completed and presented to the Superintendent of Schools by a representative(s) of the Board of Education, as per policy.

Note: Superintendent's Evaluation is a public document subject to FOI.

APPENDIX B – Superintendent’s Leadership Performance Areas and Specific Areas of Responsibility

Standard 1: VISIONARY LEADERSHIP

Works with the Board of Education to develop a compelling vision that puts improving learning and teaching students at its core and reflects the community’s values, beliefs and highest aspirations for its children. Secures commitment from all stakeholders to act up on the vision of what the District must become. Continuously demonstrates through communication, leadership routines, and professional practices the importance of achieving the vision.

Performance Indicators: *(Do not rate individual indicators. These are only listed to help you think about the standard.)*

The Superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement;
- 1.5 Monitors and evaluates progress and revises plans.

Ineffective □	Developing □	Effective □	Highly Effective □
<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>	<p>References the district vision and is beginning to develop a plan for aligning resources, actions, and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>	<p>Articulates the vision of the district in writing and speech.</p> <p>Works to create alignment within actions, staffing, and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner and practices and applies new learning to further the vision/mission of the district.</p> <p>The district vision is focused on student</p>	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner and practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing, and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture; superintendent is focused</p>

		learning.	on student learning and articulates the excellence that distinguishes student performances throughout the District.
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Comments:

Summary Rating — Standard 1:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 HIGHLY EFFECTIVE _____

Standard 2: INSTRUCTIONAL LEADERSHIP

Guides leadership teams to develop and maintain meaningful and measurable goals for professional practice and student learning at the district and school levels. Establishes an aligned, district-wide improvement cycle based on diagnosis, planning, implementation, and monitoring. Establishes accountability for improvement at the district, school, and classroom level.

Performance Indicators: *(Do not rate individual indicators. These are only listed to help you think about the standard.)*

The Superintendent:

- 2.1 Nurtures and sustains a culture of collaboration, trust, learning, and high expectations;
- 2.2 Creates a comprehensive, rigorous, and coherent curricular program;
- 2.3 Creates a personalized and motivating learning environment for students;
- 2.4 Supervises and supports instruction;
- 2.5 Develops assessment and accountability systems to monitor student progress;
- 2.6 Develops the instructional and leadership capacity of staff;
- 2.7 Maximizes time spent on instruction;
- 2.8 Promotes the use of the most effective and appropriate technologies to support teaching/learning;
- 2.9 Monitors and evaluates the impact of instruction.

Ineffective □	Developing □	Effective □	Highly Effective □
<p>A shared understanding of instruction is not evident.</p> <p>Professional development is infrequent and is not connected to student or staff performance data.</p> <p>A yearlong plan for professional development of the schools does not exist or is inadequate.</p> <p>There are no or few effective teacher planning teams.</p> <p>There is no consistent system in</p>	<p>Participation in professional development based on feedback and student performance data.</p> <p>Participation in district-led professional development is inconsistent.</p> <p>Teacher planning teams occasionally meet, but there is not a common structure for facilitating this work.</p> <p>Teachers are observed and</p>	<p>Actively developing expertise about quality instruction and can recognize and describe high-quality teaching.</p> <p>Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district, and wider professional community.</p>	<p>Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.</p> <p>Skillfully guides, supports, nourishes, and nurtures teachers in their instructional improvement.</p> <p>Creates structures for observing and analyzing instruction and for making practice public to deepen</p>

<p>place for teacher observation and feedback.</p>	<p>given face-to-face feedback based on the observation.</p>		<p>a shared understanding of practice within the district.</p> <p>Develops the capacity of principals to guide instructional improvement at school level.</p> <p>Promotes a clear instructional improvement focus.</p>
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Comments:

Summary Rating — Standard 2:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 HIGHLY EFFECTIVE _____

Standard 3: TALENT DEVELOPMENT AND LABOR RELATIONS

The Superintendent provides technical advice to the Board during labor negotiations, keeps the Board apprised of negotiation status, understands and effectively administers negotiated labor contracts, and keeps abreast of legislative changes affecting the collective bargaining process.

Performance Indicators: *(Do not rate individual indicators. These are only listed to help you think about the standard.)*

The Superintendent:

- 3.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;
- 3.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;
- 3.3 Develops bargaining strategies based upon collective bargaining laws and processes;
- 3.4 Identifies contract language issues and proposes modifications;
- 3.5 Participates in the collective bargaining processes as determined by the Board;
- 3.6 Establishes productive relationships with bargaining groups while managing contracts effectively;
- 3.7 Monitors and evaluates progress and revises plans.

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Effective <input type="checkbox"/>	Accomplished <input type="checkbox"/>
<p>Does not have a specific system to inform staff of important matters.</p> <p>There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.</p> <p>Does not delegate duties. Maintains personal control over all district operations.</p> <p>There is no formal</p>	<p>Is inconsistent in keeping staff informed of important matters.</p> <p>A system has been established, but it is not applied consistently.</p> <p>Delegates duties to staff, but retains final decision-making authority.</p> <p>A formal recruitment process is in place, but is not used consistently.</p>	<p>Keeps staff informed of most important matters.</p> <p>A system is used to address personnel matters with consistency, fairness, discretion and impartiality.</p> <p>Delegates responsibility to staff within their abilities and then provides support to ensure their success.</p> <p>Follows a formal recruitment process for each hiring opportunity.</p>	<p>Establishes a system of keeping staff continually informed of important matters.</p> <p>Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.</p> <p>Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.</p> <p>Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the</p>

<p>recruitment process and/or hires are considered in an arbitrary manner.</p> <p>Seldom visits schools.</p> <p>Is antagonistic toward union leadership, does not work to improve relations.</p>	<p>Is present at building programs and special activities.</p> <p>Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.</p>	<p>Visits schools/classroom as time permits.</p> <p>Is proactive in sharing information and purposely avoids conflict with collective bargaining units.</p>	<p>district.</p> <p>Regular visits to schools and classrooms are a priority.</p> <p>Actively seeks to improve the bargaining experience through mutual training, trust, and sharing of information.</p> <p>Supports a world-class human capital system that recruits, selects, develops, and retains top educator talent.</p> <p>Strategic deployment of human resources to promote equity and excellence across entire system.</p>
<p>Comments:</p>			

Summary Rating — Standard 3:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 HIGHLY EFFECTIVE _____

Standard 4: CULTURE AND CLIMATE

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media, and the community, responding to feedback and building support for and engagement with the district.

Performance Indicators: *(Do not rate individual indicators. These are only listed to help you think about the standard.)*

The Superintendent:

- 4.1 Develops formal and informal techniques to gain internal and external perceptions of District;
- 4.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on- one environments);
- 4.3 Promotes stakeholder involvement, engagement, and participation in the process of schooling;
- 4.4 Establishes effective school/community relations, school/business partnerships, and public service;
- 4.5 Understands the role of media in shaping opinions as well as how to work with the media;
- 4.6 Models principles of self-awareness, reflective practice, transparency, and ethical behavior;
- 4.7 Safeguards the values of democracy, equity, and diversity;
- 4.8 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Ineffective □	Developing □	Effective □	Highly Effective □
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the schools.</p> <p>Not aware of the undercurrents with staff or the school environment.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out of the loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is clear and effective.</p> <p>Most staff and students identify positively with District leadership.</p> <p>Works as a member of a district team to positively influence education</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p> <p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p>

<p>Actions and intentions are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by his or her word.</p> <p>Is not self-aware and does not reflect on his or her practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>decisions.</p> <p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion, and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p> <p>Promotes a culture of improvement, accountability and results.</p>
<p>Comments:</p>			

Summary Rating — Standard 4:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 HIGHLY EFFECTIVE _____

Standard 5: OPERATIONAL AND FISCAL IMPROVEMENTS

The superintendent effectively organizes and manages operational aspects of the district including finance, food services, transportation, maintenance, and facilities so that students can attend and learn in quality environments staffed by quality professionals. Establishes and implements a strategic approach to resource allocation and budget management.

Performance Indicators: *(Do not rate individual indicators. These are only listed to help you think about the standard.)*

The Superintendent:

- 5.1 Monitors and evaluates the management of operational systems;
- 5.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 5.3 Promotes and protects the welfare and safety of students and staff;
- 5.4 Develops the capacity for adaptive leadership;
- 5.5 Ensures teacher and organizational time is focused to support quality instruction/student learning.

Ineffective □	Developing □	Effective □	Highly Effective □
<p>Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students.</p> <p>Irresponsibly and imprudently manages the fiscal aspects of the organization.</p> <p>Superintendent’s budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.</p> <p>Doesn’t report financial</p>	<p>Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students.</p> <p>Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.</p> <p>Superintendent works to develop and manage the budget to meet the immediate fiscal issues.</p> <p>Decisions are primarily reactive to current needs of the district.</p> <p>Reports the status of financial accounts as requested by the</p>	<p>Puts in place systems and staff so that environments are conducive to learning and are consistently safe.</p> <p>Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.</p> <p>Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.</p> <p>Regularly reports to the board</p>	<p>Puts in place systems that create environments that inspire learning and that are highly reliably safe.</p> <p>Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and forward thinking.</p> <p>Clear and transparent systems of financial control and accountability are universally followed.</p> <p>Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.</p>

<p>information to the board except with the annual audit.</p> <p>A facilities management plan is not created.</p> <p>Maintenance is only performed when absolutely needed.</p> <p>Resources are allocated without consideration of district needs.</p>	<p>board.</p> <p>Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.</p> <p>Resources are allocated to meet immediate needs.</p>	<p>concerning the budget and financial status.</p> <p>A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.</p> <p>Resources are distributed based upon district goals and seek to meet immediate objectives.</p>	<p>Constant flow of budgetary/financial information provided with discussion of the ramifications of any changes.</p> <p>Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.</p> <p>Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.</p>
<p>Comments:</p>			

Summary Rating — Standard 5:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 HIGHLY EFFECTIVE _____

Standard 6: FAMILY AND COMMUNITY ENGAGEMENT

The superintendent ensures strong community relations with families and community partners. These relationships are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

Performance Indicators:

The Superintendent:

- 6.1 Continuously communicates and collaborates with families, community/regional, and state stakeholders to support student learning and development at home, school, and in the community;
- 6.2 Collaborates with families and community partners on the use of data to identify goals, assess organizational effectiveness, and promote organizational learning;
- 6.3 Involves families and community in the implementation of strategic plans to achieve goals;
- 6.4 Promotes continuous and sustainable improvement with families and community members as partners;
- 6.5 Involves families and community partners in monitoring and evaluating progress and revising plans.

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Effective <input type="checkbox"/>	Accomplished <input type="checkbox"/>
<p>Is negative about the district.</p> <p>Is not readily available.</p> <p>Communicates with the media only when requested.</p> <p>Is neither visible nor approachable by members of the community.</p>	<p>Does not actively promote the district.</p> <p>Provides appropriate information only when asked.</p> <p>Is not proactive, but is cooperative with the media.</p> <p>Is visible at a distance.</p>	<p>Projects a positive image of the district as expected.</p> <p>Actively seeks two-way communication with the community as appropriate.</p> <p>Promotes the district in the media.</p> <p>Is visible and approachable by members of the community.</p>	<p>Projects and promotes a positive image of the district.</p> <p>Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.</p> <p>Initiates and actively engages the media. Is visible and approachable by members of the community. Attends a variety of events.</p>

Comments:

Summary Rating — Standard 6:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 HIGHLY EFFECTIVE _____

Standard 7: Demonstrate leadership grounded in Board of Education (BOE) and Superintendent Collaborative Governance
The Superintendent partners with the board of education to foster a coherent and sustainable governance environment.

Performance Indicators:

The Superintendent:

- 7.1 Works with the board to establish district goals and systems and processes for monitoring progress over time
- 7.2 Works in cooperation with the Board of Education to engage and inform of progress toward goals
- 7.3 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
- 7.4 Demonstrates strong support and advocacy for board approved district goals in various public settings

Ineffective □	Developing □	Effective □	Accomplished □
<p>There are no agreed upon district goals or the goals and progress monitoring tools are not a central part of district improvement efforts.</p> <p>There are no substantive discussions of district goals between the BOE and superintendent.</p> <p>The BOE regularly and consistently micro - manages and frequently interferes in administrative matters.</p> <p>There is little or no BOE reference to district goals in BOE public statements.</p>	<p>The BOE and Superintendent are in the process of developing district goals and progress monitoring tools. District improvement work is expected to connect directly to these goals within this school year.</p> <p>There is a process in place for a discussion of district goals and progress toward those goals, but neither are central to continually shifting district priorities.</p> <p>The BOE and Superintendent arrange for at least one annual review of roles and responsibilities. There is inconsistent adherence</p>	<p>The BOE and Superintendent have developed and approved district goals and annual improvement plans are connected directly to these goals. Monitoring and processes are not well established.</p> <p>The BOE and Superintendent regularly work together to make a focus on district goals a priority, and processes are in place to highlight this shared responsibility; however, other matters and priorities often interfere.</p> <p>The BOE and Superintendent regularly review and reflect on their separate and shared roles and responsibilities. There are opportunities for feedback and adjustment as needed along the way.</p>	<p>The BOE and Superintendent work collaboratively in the design, approval, and monitoring of districts goals. Monitoring and reporting systems are well-established and provide the basis for continuous improvement planning.</p> <p>The BOE and Superintendent view and act upon the shared understanding that regularly scheduled discussions of district goals and progress toward those goals is a priority responsibility shared between the superintendent and BOE.</p> <p>The Superintendent and the BOE work regularly and collaboratively to assess and clarify the roles and responsibilities of the board and superintendent in the areas of policy, management, and collaborative governance.</p> <p>Nearly all BOE and Superintendent reports, public presentations, the district website and newsletters, and the annual district budget document include specific</p>

	<p>to the identified separate and shared roles and responsibilities.</p> <p>The Superintendent most often includes statements of BOE and superintendent support and advocacy for district goals in documents and public presentations.</p> <p>The BOE’s involvement in this public advocacy and/or support is usually limited (often related only to the budget.)</p>	<p>There are frequent attempts to coordinate key BOE and or superintendent public presentations and public documents, and a reference to district goals is most often included in some form. Advocacy for district goal focus is intermittent.</p>	<p>reference to the district goals. The advocacy message is almost always, “We’re a collaborative governance team with a shared commitment”.</p>
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Comments:

Summary Rating — Standard 7:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 HIGHLY EFFECTIVE _____

District Results/Goals (Student Performance and Growth)

The Superintendent's work is grounded in the work of teachers, principals, and other staff and administrators, and is directly linked to student performance represented in the evaluation of teachers and principals, with the aim to build a parallel, aligned system linking student, teacher targets, administrator targets, and, ultimately, district performance targets. The district results listed in this section are aligned to the targets set by the Connecticut Department of Education for New Haven Public Schools, under the new guidelines from the Every Student Success Act (ESSA).

Before linking student performance data to a Superintendent's evaluation, the Superintendent and Board of Education will want to ensure the following SMART conditions are in place:

1. Establish clear specific annual targets for student performance at the building levels to be sure that everyone is focused on the same goals for student performance. Strategic three-five year goals set the district's direction for improving student performance, but building level annual targets, aligned to the district goals, provide measurable benchmarks for judging the district's staff's and administration's progress toward those goals.
2. Identify multiple measures that will allow the district and schools to measure progress in meeting the student performance targets. While the state assessments can be one measure of progress, they are not sufficient to provide a full picture of students' progress. The superintendent can identify other measures that can round out the picture of student performance and complement information provided by state assessments.
3. Set achievable improvement targets as a way to measure progress toward the district's long-term student performance goals. Making the targets achievable will provide motivation and encourage continuous adaptation to student needs. A good starting point might be one student performance improvement target, such as literacy, that cuts across the district and addresses a major improvement need for student outcomes.
4. Establish baselines for marking progress toward student performance targets. Baselines give the district and individual schools a clear, relevant and realistic starting point for measuring progress and can point to critical improvement needs for the general student population and/or subgroups who need special attention.
5. Finally, start small and build. Building a performance review (evaluation) system that accounts for timely student results each year will take time. There are many facets of performance review, and districts are wise to proceed with care and a commitment to grow into better ways to assess the work of teachers, administrators, and even the board.

By linking the Superintendent's student performance measures to those established for district goals, the Board of Education and Superintendent stay focused on the district student performance priorities.

Determining the Overall Evaluation Rating

Superintendent's name:	
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School year:	2018 - 2019
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RATINGS ON INDIVIDUAL STANDARDS:

1. Visionary Leadership	Ineffective	Developing	Effective	Highly Effective
2. Instructional Leadership	Ineffective	Developing	Effective	Highly Effective
3. Talent and Labor Relations	Ineffective	Developing	Effective	Highly Effective
4. Operational and Fiscal Improvements	Ineffective	Developing	Effective	Highly Effective
5. Climate and Culture	Ineffective	Developing	Effective	Highly Effective
6. Family and Community Engagement	Ineffective	Developing	Effective	Highly Effective
7. Leadership in Collaborative Governance	Ineffective	Developing	Effective	Highly Effective
District Results	Ineffective	Developing	Effective	Highly Effective

OVERALL RATING:	Ineffective	Developing	Effective	Highly Effective
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Comments by Board of Education/Superintendent:

Superintendent's Signature: _____

Date: _____

Board President's Signature: _____

Date: _____

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with evaluation.)



NEW HAVEN PUBLIC SCHOOLS

Note: This document was adapted from several superintendents evaluation frameworks available online and through school board associations.

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