

SUPERINTENDENT'S REGULATION 5-8.3

PERFORMANCE EVALUATION OF DIVISION SUPERINTENDENT

An Instrument for Appraising Effectiveness

Evaluation of the division superintendent is an important responsibility which the Poquoson City School Board should carry out in a systematic way. With the increasing emphasis on accountability, it is essential that the School Board fulfill its duty of seriously and competently evaluating the performance of its executive officer.

The School Board shall annually evaluate the division superintendent based on criteria established by all applicable law and such criteria as the School Board shall from time to time perceive.

Informal evaluation occurs whenever the School Board makes a decision to extend the division superintendent's contract, increase his/her salary or not to renew his/her contract; however, a systematic approach to this process requires setting up formal procedures for evaluation as a regular and scheduled School Board activity and against standards agreed to by the evaluatee and the evaluators.

Some Guidelines

A systematic program of evaluation contains many essential features. The following conditions are crucial to evaluation that has as its primary purpose the improvement of administrative leadership:

1. The division superintendent should know the standards against which he/she will be evaluated. He/She also should be involved in the development of the standards.
2. Evaluation should be at a scheduled time and place, with no other items on the agenda, at a study or closed meeting with all School Board members present.
3. The evaluation should be a composite of the individual School Board members' opinions, but the School Board as a whole should meet with the division superintendent to discuss it with him/her.
4. The evaluation should include an identification of strengths as well as weaknesses.
5. The evaluation should occur at least once a year. Thus, in case the decision is reached not to renew the division superintendent's contract, the School Board can point to previous "warnings" of deficiencies.
6. Both parties should prepare for the evaluation, the division superintendent by conducting a rigorous self-evaluation and the School Board by examining various sources of information relating to the division superintendent's performance.
7. The School Board should not limit itself to those items which appear on the evaluation form. It is indeed difficult to develop a form or set of guidelines which will encompass the totality of the division superintendent's responsibilities.
8. Each judgment should be supported by as much rationale and objective evidence as possible. A consensus opinion of the School Board should be the basis for judgment on an appraisal item.
9. The division superintendent should have the opportunity to evaluate the School Board. Ideally, the evaluation will include an examination of the working relationships between the School Board and division superintendent.

Scoring Instructions

An attempt has been made to organize the division superintendent's responsibilities in seven categories. Each School Board member is asked to rate the division superintendent on each of the items cited in each of the categories. The Chairman will then tally the scores, determine a composite average, and record it on the graph provided. The division superintendent and each School Board member will be given a copy of the results. The division superintendent will not be given the questionnaires from individual School Board members or be informed as to how any individual answered the questions.

Performance Objectives

When the division superintendent has received the composite profiles from the School Board, he/she will then formulate a series of performance objectives (job targets) for the ensuing year. These job targets will be stated in the form of behavioral change or productivity gains. Implied in this approach is an assumption that an individual is capable of improvement. The chances are that he/she will be enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow-through and careful assessment of results. An example of a performance objective stated in behavioral terms and incorporating all four essential elements (designate, substance, action and assessment) follows:

- The division superintendent will establish a representative staff committee, broadly selected from school division personnel, to evaluate and revise existing operational policies and to propose new ones for inclusion in the policy manual, the project to be completed in 90 days.