



SUPERINTENDENT EVALUATION



Colorado Association
of School Boards



SUPERINTENDENT EVALUATION

WHY IT IS IMPORTANT

- **Accountability**
- **Board/Superintendent relationship**
- **Superintendent professional development**
- **Contractual and compensation considerations**

COLORADO LAW

- **Local boards have the exclusive authority to evaluate the superintendent (C.R.S. 22-1-106(4)(b))**
- **Statute distinguishes the parts of the superintendent's evaluation that are and are not subject to public disclosure (C.R.S. 22-9-109)**



SUPERINTENDENT EVALUATION — BEST PRACTICES

1. **PREPARE** by reviewing:
 - a. Policy
 - b. Contract
 - c. Job description
2. **GOAL SETTING** at the beginning of the performance review cycle
 - a. What are the performance goals?
 - b. What evidence will be gathered?



SUPERINTENDENT EVALUATION — BEST PRACTICES

3. CLARITY ON THE PROCESS

- a. Will you include a mid-cycle review(s)?
- b. Self-evaluation process for superintendent?
- c. Process for board members to use

4. FINAL EVALUATION prep work conducted

- a. Superintendent prepares self-evaluation, compiles evidence, and provides to Board of Education
- b. Board members seek clarity as needed
- c. BOE members receive blank evaluation form to make individual notes



SUPERINTENDENT EVALUATION — BEST PRACTICES

5. DURING EVALUATION

- a. Superintendent and board walk through each evaluation component
- b. Board President facilitates conversation about performance
- c. Board President makes notes of themes/trends identified by the BOE during the evaluation discussion
- d. Board President calls for vote to adopt completed year-end evaluation for superintendent
- e. Superintendent notes his/her comments on evaluation
- f. Board President and superintendent sign completed evaluation form



SUPERINTENDENT EVALUATION — BEFORE GETTING STARTED

1. Does the board know the process for superintendent evaluation?
2. Are all board expectations set out in writing?
3. Is there alignment between the expectations and the strategic plan?
4. Is the board committed to evaluating or judging the superintendent on no other grounds than those explicitly set forth?
5. Are the board's expectations realistic?



RESOURCES

- [Evaluating the superintendent - Canon City Model](#)
- [Evaluating the superintendent - Mapleton Model](#)
- [Evaluating the superintendent - 8 standards](#)
- [Evaluating the superintendent guidebook - Washington](#)



QUESTIONS AND BOARD DISCUSSION

