



ARKANSAS SUPERINTENDENT EVALUATION SYSTEM

Steps in the Superintendent Evaluation Cycle

The superintendent evaluation is comprised of a six step approach. A newly hired superintendent (contract starting July 1) will begin the process at step 5 with the applicable components. It is important to understand that only some parts of this process may take place in executive session.

Overview: Compliance with FOI law. All discussion of a superintendent's *past* job performance should occur in executive session, and any completed documents that relate to the *past* job performance are personnel records, and not subject to FOI disclosure by the school district. At each step, whether a document is disclosable under FOI or a discussion may take place in executive session is noted. However, do note that an instrument itself, without job performance content, is a public document and subject to disclosure if requested under Arkansas FOI law. In addition, development of an instrument, containing goals for *future* performance, must be developed in open public session and is a public document. In other words, an "empty" instrument is always subject to FOI; it is only a completed one that is exempt from disclosure. An easy way to remember this is "protect the (completed) past instruments, disclose future or empty instruments." The process of developing new goals or modifying an instrument to include new goals must always take place in open session, including a discussion of the process the board and superintendent plan to use to do this work. It is only a discussion of the superintendent's *past* performance that may occur in executive session, and should be announced as "the board is going into executive session to discuss the employment of a district employee."

- ◆ **Step 1: Preliminary Goals and Preliminary Professional Growth Plan (January)**
 - a. Based upon the completed *Annual Summative Evaluation-Form D* (if available), the superintendent identifies two to four goals with at least one related to **Standard 2: Teaching and Learning**.
 - b. The superintendent prepares a preliminary *Professional Growth Plan-Form A* that includes the proposed goals for growth, key strategies and actions for reaching the goals, resources needed (programs, personnel, materials, etc.), timeline, and benchmarks for measuring progress toward the goals.
 - c. The superintendent submits the preliminary *Professional Growth Plan-Form A* to the board in open session, and the board must discuss it with the superintendent in open session. If it is necessary to discuss or review past performance, that should occur in executive session.
 - d. If requested, the draft and resulting documents would be subject to FOI disclosure.
- ◆ **Step 2: Revision and Adoption of Goals and Professional Growth Plan (February)**

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- a. In consultation with the superintendent, in open session, the board reviews and revises the preliminary *Professional Growth Plan-Form A* as needed, to mutually determine two to four improvement goals with at least one related to **Standard 2: Teaching and Learning**. Each goal must include the key strategies and/or actions for reaching the goals, resources needed (programs, personnel, materials, etc.), timeline, and benchmarks for measuring progress toward the goals.
 - b. In open session, after discussion by the board in open session and after taking a public vote, the board adopts the agreed to final *Professional Growth Plan-Form A*. Reaching the goals stated in this plan will be a major focus of operations for the superintendent during the next annual cycle and will be a major component for evaluating the superintendent's performance throughout the cycle.
 - c. If requested, the document would be subject to FOI disclosure.
- ◆ **Step 3: Superintendent Professional Growth Plan Implementation and collection of Evidence (February – November)**
- a. The superintendent implements the *Professional Growth Plan-Form A* throughout the next annual cycle, with assistance from the board, as appropriate.
 - b. Board members and the superintendent collaboratively collect evidence of progress on meeting both goals and the performance standards (agendas, meetings, workshops, etc...).
 - c. It is recommended that the superintendent regularly integrate reports that indicate action and progress toward the established goals and the performance standards into work/special and regular board meetings.
 - d. All of these artifacts are subject to FOI disclosure unless they contain FOI exempt material, in which case they would be disclosed with the FOI exempt material redacted.
- ◆ **Step 4: Mid-Cycle Review of Professional Growth Plan (July)**
- a. At a mid-cycle meeting (more frequently is recommended), the superintendent reports to the board on progress being made toward meeting the goals in the *Professional Growth Plan-Form A*. This should occur in executive session, because it is a discussion of the superintendent's past job performance, and the document or report, if one exists, would be exempt as a personnel record.
 - b. The school board reviews the report, offers feedback, and discusses progress and with the superintendent, in executive session. Do note that any discussion of mid-cycle adjustments, or future goals or modifications of the instrument must take place in open session, and must be voted on.
 - c. The school board, in open session, affirms the existing PGP or adopts an adjusted one if changes have been made in the *Mid-Cycle Report section of the Professional Growth Plan-*

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Form A.

◆ **Step 5: Superintendent's Self-Evaluation (November)**

The superintendent rates him/herself on the *Performance Rating on Goals and Standards (Superintendent Self Assessment-Form B)* while utilizing the following as resource materials:

- a. *Rubric for Assessment*
- b. Completed *Professional Growth Plan-Form A*
- c. Data from the optional *360° Survey of Your School's Effectiveness* (if utilized)
- d. Other relevant evidence

This document, as a personnel record, is not subject to FOI disclosure. Once completed, and in executive session, the superintendent submits to the members of the board for their review the *Performance Rating on Standards and Goals (Superintendent Self Assessment-Form B)*, the updated *Professional Growth Plan-Form A*, and any related materials and/or evidence of progress or performance s/he wishes to be considered. The board should keep these materials confidential, and take care not to inadvertently reveal them to or discuss them with others, outside of executive session.

It is recommended that the board and the superintendent have a conversation, in executive session, at this stage to allow opportunity for discussion and clarifying questions the board may have of the superintendent concerning this self-evaluation. The resource, *Guiding Questions for Board Members in the Superintendent Reflective Conversation*, contains questions the board may use (not required) during this conversation.

◆ **Step 6: Board Evaluation of Superintendent (December) (one month prior to contract considerations)**

- a. Each board member completes the *Individual Board Member Evaluation of Superintendent-Form C* document while utilizing the *Performance Rating on Standards and Goals (Superintendent Self Assessment-Form B)* and the updated *Professional Growth Plan-Form A*. This document is a personnel record, and not subject to disclosure under FOI. The individual board member may also utilize the *Rubric for Assessment* and *Examples of Evidence* as resources.
- b. The *Individual Board Member Evaluation of Superintendent-Form C* documents are given to the board president who may utilize the resource *Board President's Form for Charting Individual Board Member Responses* to tabulate the ratings for each of the six standards and for each of the goals. The board president then uses the results to fill out an *Annual Summative Evaluation-Form D*. This document is a personnel record, and not subject to disclosure under FOI.

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- c. The President then meets with the entire board, in executive session, to finalize the *Annual Summative Evaluation)-Form D* for presentation to the superintendent. The superintendent may be invited to participate, or may be asked to be absent for this discussion, as the board wishes.
- d. The board meets with the superintendent, in executive session, to present the finalized *Annual Summative Evaluation-Form D*. All board members and the superintendent sign the final document. This document is a personnel record, and not subject to disclosure under FOI.
- e. It is recommended as a best practice that the board agree that the *Individual Board Member Evaluation of Superintendent-Form C* be given to the superintendent as well, and each board member, in executive session, review the individual evaluations with the superintendent. The reason for this is so that the superintendent can be aware of how different board members may be assessing his or her performance, because low scores given in a few areas can average out to an overall acceptable score, but are not truly indicative of the performance assessment of each individual board member.
- f. The board president retains the completed Form Cs (or copies if the originals are given to the superintendent, as well as a copy of the completed Form D. The reason for the board president to retain copies is to ensure that the board possess evidence of having completed this process, as may have been required by the contract of employment of the superintendent. The superintendent is given the originals, with instructions to place these in his or her own personnel file. The board president is cautioned to take great care to maintain the confidentiality of these records in his or her custody.

◆ **Step 1: (Cycling) Preliminary Goals and Preliminary Professional Growth Plan (January)**

At the end of the annual cycle the process of **Step One** is conducted to for the purpose of developing a revised *Professional Growth Plan-Form A* for the next annual cycle.

Appendix A Forms:

- Form A: Professional Growth Plan
 - Form B: Performance Rating on Goals and Standards (Superintendent Self-Assessment)
 - Form C: Individual Board Member Evaluation of Superintendent
 - Form D: Annual Summative Evaluation
- **Appendix B: Resources:**
 - B-1 Rubric for Assessment
 - B-2 Rubric for Assessment (Expanded)
 - B-3 Examples of Evidence

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- B-4 Board President's Form for Charting Individual Member Responses
- B-5 Guiding Questions for Board Members in the Superintendent Reflective Conversation
- B-6 Using a 360-Survey to Evaluate Your Superintendent
- B-7 Optional 360 Survey

Appendix C: Examples of Completed Forms

- Example of Form A: Professional Growth Plan (Superintendent and Board)
- Example of Form B: Performance Rating on Goals and Standards (Superintendent Self-Assessment)
- Example of Form C: Individual Board Member Evaluation of Superintendent
- Example of Form D: Annual Summative Evaluation
- Example of Board President's Form for Charting Individual Member Responses