

Superintendent Evaluation Handbook

**MICHAEL F. DiPAOLA
AND JAMES H. STRONGE**

Superintendent Evaluation Handbook

Sally J. Zepeda, Judith A. Ponticell



Superintendent Evaluation Handbook:

Superintendent Evaluation Handbook Michael F. DiPaola, James H. Stronge, 2004-09-01 Superintendent evaluation is a unique process that is often neglected but critical in this era of accountability. This invaluable guide provides an overview of the entire process including crafting board policy criteria for good policy and prototype policy. It identifies the unique challenges posed by the evaluation process and describes a three-tiered model of evaluation. This model is anchored in the professional standards for superintendency established by the American Association of School Administrators (AASA), the National School Boards Association (NSBA), Key Work of School Boards, the Interstate School Leaders Licensure Consortium (ISLLC) Standards, and the National Technology Standards for School Administrators. Numerous sample forms are included to assist school districts in creating a customized evaluation protocol to enhance performance. Suggestions on next steps for the reader conclude the book, and additional resources are described in the annotated bibliography. This handbook will be of interest to superintendents, school board members, and professionals involved in the development and support of superintendents. Evaluating School Superintendents Michael F. DiPaola, Tracey L. Schneider, Steven R.

Staples, 2019-07-26 This book provides guidelines to Boards of Education and the members of communities to conduct a high-quality research-based evaluation of their school superintendent. It also includes examples of contemporary practices of evaluating superintendents practiced across the United States. In exploring the important issue of evaluation for the superintendent, the complexities and aspects of the process that make it unique are highlighted. Issues addressed include: Existing state policies that require superintendent evaluations; their impact on practice; Evaluation models that should be considered for evaluating superintendents; The consequences of not having a clear set of policies/procedures; Determining the major roles and responsibilities upon which the superintendent's evaluation should be based; Documenting the superintendent's job performance; The policy procedures and training required for board members to successfully implement a superintendent evaluation system. The evaluation process proposed ensures fairness to the superintendent as well as providing accountability to the school district and community. The focus of all evaluations should be on improved performance. Evaluation is a means to an end. The ultimate purpose of superintendent evaluation is improving individual performance in order to ensure quality services and programs to students. **Rethinking Superintendent Evaluation**

Alison Joy Myers, 2018 This Education Leadership Portfolio (ELP) examines the research linking superintendent leadership to student achievement, reviews the current superintendent evaluation practices in Delaware's public school districts, as well as other states, and proposes a more standardized superintendent evaluation process in the state of Delaware. This ELP involved conducting interviews with board members from eleven of Delaware's nineteen public school districts to determine the current goal setting and evaluation practices. Subsequently, interviews were held with key educational leaders from other states to gain valuable insight into their superintendent goal setting and evaluation processes. The results of these two sets of

interviews were used to create a framework and training materials for use by local school boards in the state of Delaware. The final part of this ELP was obtaining feedback from school board members who reviewed the framework and training program. Their feedback was then used to make improvements to the process. The Superintendent Goal Setting and Evaluation Handbook and related training materials that were created during this ELP will serve as a resource to Delaware's local school boards in their efforts to maximize student achievement through continuous monitoring of their superintendent's leadership performance.

A New Board Member's Guide to Superintendent Evaluation Texas Association of School Boards. Leadership Team Services Division, 2005

A School Board Guide to Leading Successful Schools Stephanie Hirsh, Anne Foster, 2013-09-18

This is a go-to resource for school board members' greatest challenges. For districts striving to improve student academic performance, professional learning at all levels can make a crucial difference. This invaluable guide addresses the top challenges experienced by nearly every school board and shows how professional learning can assist in overcoming these challenges and support positive changes. Two influential education leaders and experienced board trustees present an approach that helps school board members form their own professional learning community and become a stronger, more productive team. Aligned with Learning Forward's current Standards for Professional Learning developed in collaboration with and supported by more than 18 national organizations including the National School Boards Association, this resource enables board members to learn from case studies focused on 12 critical board-level decisions including hiring a new superintendent, resource allocation, compensation planning, and more. Deepen your understanding of leadership and actions that advance school success and benefit the wider community. Know when, where, and how to use professional learning to improve individual and systemic performance. Benefit from best practices and tools developed to support effective decisions and successful implementation of major initiatives. Turn to this resource to assist with your continuous improvement journey and achieve greater success for all schools. School boards play a pivotal role in creating a climate of learning in a school system. This book offers practical advice to enable school boards to fulfill this critical aspect of their public leadership role. It is a road map for action and continuous improvement for every school board. Thomas J. Gentzel, Executive Director, National School Boards Association. This book is an excellent tool for the collaborative work of school boards and school personnel. The activities encourage the collaboration and conversation that support continuous improvement in education. Lisa Casto, Director of Curriculum and Staff Development, Allen ISD, TX.

Handbook on Educational Specialist Evaluation James Stronge, 2014-05-22. Easy to use, authoritative, and flexible. The tools in this book and CD-ROM have been developed over the last 15 years and have been field tested in over 500 schools. These tools will empower you to do your evaluations based on current thinking and best practices.

Handbook on Teacher Evaluation with CD-ROM James Stronge, Pamela Tucker, 2020-10-14. Easy to use, authoritative, and flexible. The tools in this book and downloadable resources have been developed over the last 15 years and have been field tested in over 500 schools. These tools will empower you to do your

evaluations based on current thinking and best practices The Board and Superintendent Handbook Amy E. Van Deuren, Thomas F. Evert, Bette A. Lang, 2015-09-10 The Board and Superintendent Handbook Current Issues and Resources is a practical guide for both board members and superintendents The book includes contributions from experienced and new superintendents and board members on a wide range of topics that boards and superintendents must navigate together successfully in order to move districts in a positive direction for students staff parents and communities **Resources in Education** ,1996 **A Handbook of Educational Variables** Jeri Nowakowski, 1984-11-30 *Handbook for Qualities of Effective Teachers* James H. Stronge, Pamela D. Tucker, Jennifer L. Hindman, 2004 This companion to Qualities of Effective Teachers provides strategies for examining the practice of teaching helping teachers improve their skills and establishing an environment that supports good teaching **The Handbook of Environmental Policy Evaluation** Ann Crabb, Pieter Leroy, 2012-05-04 Policy evaluation is an important and well established part of the policy process facilitating and feeding back to promote the ongoing effectiveness of policies that have been implemented or anticipating policies in the making Environmental policy is a special case presenting new complexities uncommon to other areas which standard evaluation tools are ill equipped to grapple with It is also an area that is experiencing rapid growth throughout the world and knowledge is now needed at all levels of government and in NGOs businesses and other organizations all of whom are required to assess the effectiveness of their policies This handbook is the first guide to environmental policy evaluation in practice Beginning with an introduction to the general principles of evaluation it explains the particular complexities native to the environmental sphere and provides a comprehensive toolkit of evaluation methods and techniques which the practitioner can employ and refer to again and again The authors also consider design issues which may face the policy evaluator including involvement of stakeholders the sensitivities between them the a priori assessment of the evaluability of a field the maximization of the utilization of the evaluations outcomes and much more Throughout the theory is illustrated with practical examples from around the world making this the essential companion guide for anyone tasked with ensuring that environmental policy fulfils its aims and achieves its potential *Evaluating the Superintendent* Jarett Powers, Constance D. Evelyn, 2019-07-26 As local elections and other occurrences can transform a board and its direction having a performance review cycle to ensure that all board members understand the philosophy undergirding the superintendent s evaluation is critical to ensuring that all members of the governing board are operating within a similar framework and purpose as they approach the superintendent s evaluation cycle Acknowledging that superintendents have the potential to grow in their professional capacity revisiting the philosophical underpinnings of the evaluation over time ensures that the process does not remain static Each chapter within this text is designed to develop the basis for understanding the superintendent s evaluation process to create opportunities for an open and continuous dialogue between superintendents and school boards This book will support those charged with leading and governing public schools to implement effective evaluations for both school boards and superintendents that

provide an objective and summative collection of the superintendent's annual performance and his/her relative impact on targeted success within a given school year

Superintendent Performance Evaluation: Current Practice and Directions for Improvement I. Carl Candoli, Karen Cullen, D.L. Stufflebeam, 2012-12-06 Every school district needs a system of sound superintendent performance evaluation. School district superintendents are and must be accountable to their school boards, communities, faculties, and students for delivering effective educational leadership. To assure that they are evaluated fairly, competently, and functionally, superintendents need to help their school boards plan and implement evaluation systems that adhere to the evaluation standards. Superintendent Performance Evaluation outlines some of the problems and deficiencies in current evaluation practice and offers professionally based leads for strengthening or replacing superintendent performance evaluation systems. This book focuses on the on-the-job performance of school district superintendents as they implement school board policy. The decision to focus on performance evaluation reflects the importance of this kind of evaluation in the move to raise educational standards and improve educational accountability. Boards and superintendents are advised to make superintendent performance evaluation an integral part of the district's larger system for evaluating district needs, plans, processes, and accomplishments.

Linking Teacher Evaluation and Student Learning Pamela D. Tucker, James H. Stronge, 2005-04-15 In *Linking Teacher Evaluation and Student Learning*, researchers Pamela D. Tucker and James H. Stronge show that including measures of student achievement in teacher evaluations can help schools focus their efforts to meet higher standards. You'll see how four school systems have built such measures into their evaluation programs in these distinct ways: Documenting how desired learning outcomes translated into actual student learning; Tracking progress on key content standards; Setting annual quantifiable goals for students' academic progress; Analyzing changes in students' achievement test scores. The authors explore the strengths of each approach, offer insights from teachers and administrators, and describe practical ways to incorporate similar measures of student learning into your own evaluation program. Detailed appendixes provide hands-on tools and resources to help you adapt these approaches to your school's particular needs. For any school that is working to meet higher standards, linking teacher evaluation to measures of student learning is a powerful way to refocus professional development and improve student achievement.

The Wiley Handbook of Educational Supervision Sally J. Zepeda, Judith A. Ponticell, 2018-11-20 An authoritative guide to educational supervision in today's complex environment, *The Wiley Handbook of Educational Supervision* offers a comprehensive resource that explores the evolution of supervision through contributions from a panel of noted experts. The text explores a wealth of topics, including recent and dramatic changes in the complex context of today's schools. This important resource describes supervision in a historical context; includes a review of adult learning and professional community; reviews new teacher preparation and comprehensive induction systems; contains perspectives on administrative feedback, peer coaching, and collaboration; and presents information on professional development and job

embedding learning Examines policy and implementation challenges in teacher evaluation Written for researchers policy analysts school administrators and supervisors The Wiley Handbook of Educational Supervision draws on concepts theories and research from other closely related fields of study to enhance and challenge our understanding of educational supervision

An Unbroken Educational Apartheid Legacy David E. Morgan Ph.D., 2015-03-17 This is a thought provoking book on the black white academic achievement gap in Chicago s predominantly black communities of color and what highly effective school boards can do to change it In this book the reader will be powerfully enlightened by a civil and human rights debate that calls for effective leadership in our schools beginning with effective school boards The primary agenda of effective school boards is raising student achievement performance levels and engaging the school district community to attain that goal These instructive analyses of effective school board leadership builds on the research and wisdom of great leaders Simultaneously it develops a breath of fresh air for school reformers who seek to implement a new model and escape the insanity and pathology inherent in school board dysfunctions and violations of our civil and human rights which prevents progress in Chicago s south suburban communities of color In both highs and lows of awesome moments as educational reform leaders and school board members we are in a strategic leadership position to help school boards carry out their essential responsibilities for creating equity and excellence in public education In doing so highly effective school leaders can team with our school board leaders to lead our school district communities in preparing all students to succeed in a rapidly changing global society School board members doing the same things over and over again and then expecting different results in academic outcomes is the definition for insanity Education is freedom In an era of mass educational apartheid with its consequent mass incarceration of blacks that has surpassed the enforced chattel bondage of slavery s peak numbers in 1860 this book addresses a subject that is critically essential timely and in need of immediate attention for the security success and ultimate survival of black America As the problems of the academic under achievement gap is addressed in this book it is also essential that school boards educators and community and national leaders accept reality to view the problem in its true perspective to contemplate it as it is in providing essential solutions toward removing limiting and limited school boards dysfunctions obstructions and other barriers to academic achievement in effective school board leadership Supporting educational excellence will thereby produce more African American scholars in mathematics science and in many other disciplines This book will provide information and focus on some key action areas that successful school boards in America and around the world have focused their attention on Vision Standards Assessment Resource Alignment Climate Collaboration and Continuous Academic Improvement

The Supportive Learning

Environment Jennifer Hindman, Leslie Grant, James Stronge, 2013-10-02 This entry in the James H Stronge Research to Practice Series focuses on the characteristics of teachers who create supportive learning environments for their students By conveying a sense of immediacy credibility and caring they communicate to students in both verbal and nonverbal ways that

are essential to cultivating a positive and productive learning community In this book Stronge Grant and Hindman provide a comprehensive overview of the qualities of a supportive teacher They offer a bridge between research based theories and practical classroom applications with templates planning forms and other reproducibles The authors help teachers move toward establishing a learning environment that contributes to effective instructional practices Topics include engaging students and their families effective communication student ownership of the learning environment and much more

Planning, Instruction, and Assessment Leslie Grant,Jennifer Hindman,James Stronge,2013-10-02 This entry in the James H Stronge Research to Practice Series focuses on specific strategies teachers can use to improve the quality of their instruction Studies have shown teacher quality to be the top indicator of student achievement with the effects of good teachers apparent even as students move on to successive grades In this book Grant Hindman and Stronge explore the relationship between teacher effectiveness and student learning They provide a bridge between research based theories and practical classroom applications Templates planning forms and other reproducibles help teachers make a noticeable impact on student success using proven techniques and practices Topics include tiered lessons using assessment data and much more

Qualities of Effective Teachers James H. Stronge,2007 Remember those great teachers who made you excited about learning Remember how it felt to be in their classes and to experience how they made their classrooms come alive What made those teachers special What qualities and skills did they have to ignite student learning Most important how did those teachers help their students become successful In Qualities of Effective Teachers 2nd edition James H Stronge shows educators how to recreate this same excitement and enthusiasm in their own classrooms by describing the characteristics and skills of effective teachers Stronge synthesizes research to identify specific teacher behaviors that contribute to student achievement Rather than look at outside factors like demographics district leadership and state mandates Stronge focuses specifically on what teachers can control their own preparation personality and practices Learn how effective teachers Prepare to be effective educators Establish manage and maintain learning focused classroom environments Organize time communicate expectations and plan instruction Present curriculum to support active and engaged learning Monitor student progress identify student potential and meet the needs of special populations in the classroom This second edition includes new tips and tools for engaging at risk students and high ability students It also includes skills checklists and an expanded annotated bibliography to provide a springboard for further insight and exploration Teachers educators who hire teachers teacher leaders supervisors and teachers in training can all use this book to learn to how to develop better teachers and to improve the quality of learning for all students

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