

Evaluating the Superintendent

A white paper from the
American Association of School Administrators

By Michael F. DiPaola, Ed.D.
Chancellor Professor of Education
Educational Policy, Planning, & Leadership School of Education
The College of William & Mary



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About AASA

The American Association of School Administrators, founded in 1865, is the professional organization for more than 13,000 educational leaders in the United States and throughout the world. AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children. For more information, visit www.aasa.org.

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Introduction

This AASA Whitepaper on Superintendent Evaluation is designed to provide a practical reference for both novice and veteran superintendents, as well as the boards that employ them. It examines this critical responsibility, addressing aspects of the evaluation process that make superintendent evaluation unique and challenging. This Whitepaper provides an up-to-date overview of this critical issue; for a step-by-step guide to developing a comprehensive evaluation process, please refer to the *Superintendent Evaluation Handbook* (DiPaola & Stronge, 2003) published by Rowman & Littlefield Education in partnership with AASA (see p. 41).

The onset of the “standards and accountability movement” that began prior to the turn of this new century created a heightened focus on assessing the performance of all educational professionals, including superintendents. Certainly the enactment of the No Child Left Behind Act (NCLB) of 2002 made student achievement a public issue in every community across the nation. It also placed the performance of superintendents and other school personnel in a fishbowl of public scrutiny.

The “standards and accountability” era initiated a trend to link superintendent performance to student achievement and other measurable student performance standards. This shift created a great emphasis on the instructional leadership skills of superintendents, heretofore generally the responsibility of other specialists in school districts. In essence, the performance expectations for most superintendents changed quickly, without a corresponding change in their official job descriptions or in the processes used to evaluate their performance. This shift to the focus on the quality of superintendents’ instructional leadership created a set of unique challenges, not only for superintendents, but also for the boards that evaluate their performance.

Chapter 1: Unique Challenges of Evaluating Superintendents

The need to effectively evaluate the superintendents of schools annually is not only a fundamental responsibility of the boards that employ them, but it is also legally required in most states. Yet, until recently, superintendent performance evaluation has too frequently been neglected. In 1980, the American Association of School Administrators (AASA) and the National School Board Association (NSBA) issued a joint statement calling for formal evaluations of superintendents (AASA, 1980), yet in the intervening years, little systemic progress was made.

A well-conceived, comprehensive and fair evaluation process based on performance must be grounded in the specific job responsibilities of the superintendent. It should be designed to encourage improvement in the superintendent's performance and, consequently, the school district's performance. Because superintendents encompass a variety of roles that vary from district to district, it is critical that the evaluation process used be developed locally, based on specific job responsibilities and expectations. That's not to say there are not some generic responsibilities that virtually all superintendents will be expected to meet. In fact, those generic areas of responsibilities can form the basic core of a sound performance evaluation system.

Designing and implementing an effective performance evaluation system for the superintendent is a comprehensive and complex undertaking. Three obvious practical issues that must be addressed in the design and implementation are:

- the reality of having multiple evaluators,
- providing clear, specific performance expectations and
- documenting performance using multiple sources of data.

The superintendent is the only employee in the entire organization who is supervised by multiple evaluators, all of whom typically are community members untrained in the evaluation of professional educators (MacPhail-Wilcox & Forbes, 1990). This often results in differing performance expectations and conflicting perspectives on the

superintendent's performance that get resolved either by "averaging" the varying opinions or presenting the superintendent with all the individual board members' opinions and ratings. In the first case, "averaging" provides the superintendent feedback that is very general and not useful to target improvement. In the other extreme, providing all the opinions and ratings generally offers conflicting advice and ratings. If the superintendent of schools is to receive a fair evaluation, and if the evaluation is to contribute to her or his success and to the overall effectiveness of the school system, then special consideration must be given to designing, developing and implementing a relevant, comprehensive and high-quality performance evaluation system that provides accurate, specific feedback.

The Design Process

The absence of clearly defined job expectations and performance goals is a common problem in the process of personnel evaluation. It can be overcome when superintendent and board jointly establish clear and specific goals for the district and the expectations of the superintendent in fulfilling those goals (Schaffer, 1999). Discussing and collaboratively establishing mutually agreeable organizational goals and performance targets can facilitate the translation of performance expectations into job responsibilities with appropriate performance indicators and standards for job performance. This collaborative process clearly requires input from both the school board and the superintendent, who ultimately is responsible for carrying out the daily performance of job expectations. This joint process of defining responsibilities and standards of performance provides clear direction for the school system, the evaluation process and the superintendent being evaluated.

Once responsibilities and performance standards are clearly defined, the next step is determining how the superintendent's job performance will be documented. This should also be a collaborative process, with both the board and the superintendent gathering data and assessing performance.

In this phase, the critical issue is to determine tangible, objective ways of knowing how well the superintendent performs. When the superintendent's evaluation is based merely on supposition drawn from informal sources, the evidence upon which decisions are made is superficial. In the absence of clearly defined sources of data, board members can substitute opinion based on anecdotal evidence, be overly influenced by a few vocal chronic complainants and/or make judgments unrelated to measures of success or achievement of organizational goals.

Chapter 2: Criteria for Professional Personnel Evaluations

A conceptually sound and properly implemented evaluation system for all personnel, including superintendents, is a vital component of an effective school system. Regardless of how well educational programs may be designed, the programs are only as effective as the people who implement and support them. No matter the specific position, evaluation needs are basic: *the need for a thoughtful, thorough and fair evaluation based on performance and designed to encourage improvement in both the person being evaluated and the school district.*

Evaluations should be based in the generic duties of a particular position. Certainly the context in which superintendents are employed impacts how they perform their daily responsibilities. Contextual variations such as district size, district culture, board member expectations, governance style and local political factors all influence the job of a superintendent. However, there are generic duties of the superintendency that should form the basis of an evaluation process. Therefore, having clearly defined job expectations is a prime prerequisite to any evaluation system. Clear, locally defined job expectations for the superintendent ground performance assessment in the professional competencies and duties of that position (Candoli, Cullen, & Stufflebeam, 1997).

The Joint Committee on Standards for Educational Evaluation (JCSEE) was founded in 1975 to develop standards for educational evaluation. Originally initiated by the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education, the Joint Committee now includes many other organizations in its membership. This coalition of major professional associations was formed to improve the quality of evaluation. The JCSEE issued the first edition of *The Personnel Evaluation Standards* (PES) in 1988, which constitute the American National Standard for Personnel Evaluation in Education. The second edition of *The Personnel Evaluation Standards* (2009) is based on knowledge about personnel evaluation gained from the professional literature and research/development since 1988. The JCSEE requires that

personnel evaluations be *ethical, fair, useful, feasible and accurate*. It is not the intent of these standards to design or promote specific systems of evaluation, but rather to ensure that whatever system is in place provides a sound process most likely to produce the desired results: growth and development of the professional being evaluated and improvement of services to students.

Evaluation Standards

The sound educational evaluation practices established by the JCSEE applied to the superintendency include:

- **Propriety standards** that require evaluations be conducted legally, ethically and with due regard for the welfare of the superintendent and the students of the district served by the process. There are seven specific standards under this category, which include *service orientation, appropriate policies and procedures, access to evaluation information, interactions with superintendents, comprehensive evaluation, conflict of interest and legal viability.*
- **Utility standards** that guide evaluations so that they will be informative, timely and influential. There are six standards under this category, which include *constructive orientation, defined uses, evaluator qualifications, explicit criteria, functional reporting and follow-up/professional development.*
- **Feasibility standards** that call for evaluation systems that are as easy to implement as possible, efficient in their use of time and resources, adequately funded and viable from a number of other standpoints. There are three standards under this category including *practical procedures, political viability and fiscal viability.*
- **Accuracy standards** that require that the obtained information be technically accurate and that conclusions be linked logically to the data. There are 11 standards under this category including *validity orientation, defined expectations, analysis of context, documented purposes and procedures, defensible information, systemic data control, bias identification and management, analysis of information, justified conclusions and meta-evaluation.*

In applying these standards, evaluation procedures must certainly:

- meet the judicial standard of “reasonableness” and “fairness” through clear explanation and uniform application;
- satisfy the general substantive, as well as procedural, aspects of the law;
- make the conditions of employment known by distributing a clear explanation of these conditions to the superintendent; and
- be executed by board members trained to evaluate the superintendent’s performance using the predefined procedures.

Furthermore, one goal of the evaluation process must be focused on the professional growth of the superintendent.

In order to conform to these requirements an evaluation process should include a statement of purpose, clear performance criteria, standards of performance defined by a rating scale, specific procedures used to collect performance data and a method to summarize the data on performance, for example, an evaluation summary (Beckham, 1985; Frels & Horton, 2003; Gessford, 1997; Stronge & Tucker, 2003). Evaluation summaries should include specific examples of superintendent behaviors to illustrate and justify summative assessments, especially those that indicate exemplary or less than satisfactory performance (Frels & Horton, 2003).

Unsatisfactory performance cannot be substantiated by a single event; rather a pattern of performance over time is required. Data collected over time and based on observations, performance data and other related evidence is important. Unsatisfactory performance clearly is not misconduct, which is legally defined and generally can be substantiated by a single event that is wrongful, improper, or unlawful.

In order to substantiate a judgment of unsatisfactory performance, it is critical that the board demonstrate that the superintendent has received notice of the specific performance expectation, was provided a remediation plan by the board, and was given the assistance and time needed to correct the “Inadequate performance” (McGrath, 1993).

Before taking punitive action against superintendent, the board must make a good faith effort to help remediate the deficient performance unless the deficiency is so egregious that it provides grounds for immediate dismissal (Frels, Cooper, & Reagan, 1984). Good remediation plans address the specific performance to be improved, resources needed for improvement, follow-up assessments of improvement, benchmarks of progress, consequences for not improving and criteria for satisfactory performance.

Chapter 3: Building an Evaluation System

Defining the Job

An effective performance evaluation system is built on a foundation of clearly described and well-documented performance standards. It is impossible to conduct a fair and comprehensive evaluation without clearly describing the performance standards of superintendents so specifically and accurately so that both the superintendent and those evaluating her or him can understand the expectations of the job. Clearly defined performance standards dramatically increase the probability that the superintendent is evaluated based on what she or he was hired to do! This has been one of the greatest problems in the evaluation of superintendents. *The 2000 Study of the American Superintendency* reported that only 50.2% of the responding superintendents

were being evaluated according to the criteria in their job descriptions. Thus, specific and accurate job standards must serve as the solid foundation of a sound performance evaluation system.

Performance Domains

The evaluation systems that have been adopted by many states and/or AASA state affiliates are based on a tiered description of job performance. The overall broad, generic categories of responsibilities -- Performance Domains -- form the first tier. Performance domains should reflect the professional standards of the superintendency. For example, the AASA professional standards include eight categories (see Figure 1 below).

Figure 1: Superintendent Standards, American Association of School Administrators

AASA Standard	Key Descriptors
Standard 1: <i>Leadership and District Culture</i>	Vision, academic rigor, excellence, empowerment, problem solving
Standard 2: <i>Policy and Governance</i>	Policy formulation, democratic processes, regulations
Standard 3: <i>Communications and Community Relations</i>	Internal and external communications, community support, consensus building
Standard 4: <i>Organizational Management</i>	Data-driven decision making, problem solving, operations management and reporting
Standard 5: <i>Curriculum Planning and Development</i>	Curriculum planning, instructional design, human growth and development
Standard 6: <i>Instructional Management</i>	Student achievement, classroom management, instructional technology
Standard 7: <i>Human Resources Management</i>	Personnel induction, development, evaluation, compensation, organizational health
Standard 8: <i>Values and Ethics of Leadership</i>	Multicultural and ethnic understanding, personal integrity and ethics

The National School Boards Association (NSBA, 2000) identified eight “key action areas” for both the superintendent and board that include: vision, standards, assessment, accountability, alignment, climate, collaboration and continuous improvement. These and other standards (such as ISLLC) provide guidance in developing a set of domains to serve as the framework for an evaluation system. A review of evaluation systems adopted by states, school board and AASA state affiliates across the nation reveals a variation in the number of suggested domains. A sampling of suggested models of superintendent evaluation systems show a range from three domains in Texas to 13 in Alabama (see Table 1). For example, the domain

Educational Leadership - The superintendent provides leadership and direction for an educational system that is based on desired student achievement is included in the Texas Association of School Boards’ sample superintendent evaluation instrument (2006). A sample evaluation system provided in the appendix of this whitepaper provides an example with six performance domains.

See Table 1, next page.

Performance Standards

Performance standards are the job responsibilities or duties performed by the superintendent. They provide greater specification of role expectations in each of the domains. Performance standards form the second tier of the job description. They are more specific than the domain but are not at the level of discrete, observable behaviors. Therefore, performance standards provide greater clarity on the precise nature of the Domain, but do not provide a specific behavior or set of behaviors that could be directly assessed. Continuing with the example of the Texas Association of School Board sample instrument, under the domain of Educational Leadership, one performance standard is: *Instructional Management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement.*

Performance Indicators

Performance Indicators specify, in observable behaviors, the types and quality of performance associated with the major job responsibilities (performance standards) within each domain. Performance indicators constitute the most specific description of performance standards in the three-tiered hierarchy, and lend themselves nicely to

documentation and direct assessment. Performance indicators are typically *not* used as the unit of evaluation; rather, they are provided to highlight what a superintendent would do if she or he were properly fulfilling the job requirement. Sample indicators must be developed for each standard under each domain. However, they are not intended to be all-inclusive lists but rather examples of typical behaviors that indicate satisfactory performance of the applicable standard by a superintendent. Completing the example from Texas, under the domain of Educational Leadership and the performance standard *Instructional Management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement* there are four sample performance indicators:

The board shall see:

- *Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.*
- *An annual report of instructional areas needing attention, as revealed by the system.*
- *Annual reports of remediation and instructional improvement efforts implemented, cost, progress and results as they become available.*
- *A trend of ongoing improvement as reflected in longitudinal data on student scores*

Job Descriptions

It is critical for superintendents to know the performance expectations of the boards that employ them. By working with their boards, superintendents can encourage the joint development of a job description that is an accurate general description of the superintendent’s role and that can serve as a basis upon which the superintendent’s evaluation can be built. Such a description will be rationally connected to the specific duties and responsibilities contained within the superintendent’s performance evaluation. In fact, performance standards and their corresponding performance indicators should behaviorally define the superintendent’s job description.

Table 1: Sample Performance Domains

<i>State</i>	<i>Components/Domains</i>	<i>State</i>	<i>Components/Domains</i>
Alabama	Thirteen Competencies: (Self-Assessment Surveys Portfolio) (1) Communication skills (2) Collaboration process and skills (3) Assessment/Measurement/Evaluation (4) Organizing for results (5) Planning (6) Federal/State/ Local laws and policies (7) Problem solving (8) Innovation (9) Technology Management (10) School system management (11) Fiscal Leadership and management (12) Management of professional responsibilities (13) Leadership of human resources	New York	Eight Standards: (Includes indicators for each standards and Evaluation form) (1) Leadership and District Culture (2) Policy and Governance (3) Communications and Community Relations (4) Organizational Management (5) Curriculum Planning Development (6) Instructional Leadership (7) Human Resource Management (8) Values and Ethics of Leadership
California	Seven Characteristics: (1) Relationship with the board (2) Administration of the school district (3) Community relationships (4) Staff and personnel relationships (5) Educational leadership (6) Business and finance (7) Personal qualities	N. Carolina	Six Components: (1) Assessing Your Educational Context (2) Surveying the Larger Context (3) Addressing the Barriers to Learning (4) Supporting Personnel (5) Resolving Conflict (6) Collaborating with Families and Community
Iowa	Six Standards: (1) Shared Vision (2) Culture of Learning (3) Management (4) Family and Community (5) Ethics (6) Societal Context	Oregon	Nine Performance Standards: (1) Leadership and District Culture (2) Policy and Governance (3) Communications and Community Relations (4) Organizational Management (5) Curriculum Planning (6) Instructional Leadership (7) Human Resources Management (8) Values and Ethics of Leadership (9) Labor Relations
Iowa	Seven Characteristics: (Standards for School Leaders) (1) Relationship with the board (2) Administration of the school district (3) Community relationship (4) Staff and personnel relationships (5) Educational leadership (6) Business and finance (7) Personal qualities	Texas	Three Domains: (Evaluation Instrument) (1) Educational Leadership (2) District Management (3) Board and Community Relations
Michigan	Seven Components: (Sample timeline of advised activities) (1) Relationship with the Board (2) Community Relations (3) Superintendent/Staff Relationships (4) Business and Finance (5) Educational Leadership (6) Personal Qualities (7) Achievement of Goals Determined by Board of Ed	Virginia	Five Domains: (Includes indicators for each standards and Evaluation form) (1) Planning & Assessment (2) Instructional Leadership (3) Safety & Organizational Management (4) Communication & Community Relations (5) Professionalism
Missouri	Nine Standards: (Includes indicators for each standards and Evaluation form) (1) Leadership and District Culture (2) Policy and Governance (3) Communication and Community Relations (4) Organizational Management (5) Curriculum Planning Development (6) Instructional Leadership (7) Human Resources and Management (8) Values and Ethics of Leadership (9) Labor Relations	Vermont	Eleven Standards: (Evaluation Instrument) (1) Student Learning (2) Instruction (3) Community Relations (4) Human Resources (5) Policy (6) Finances (7) Facilities (8) Board Relations (9) Safety (10) Communication (11) Ethics

Chapter 4:

A Quality Evaluation Process

A quality performance evaluation system will provide ways and means for documenting the superintendent's performance, and then offer a rubric for judging that performance fairly.

Developing a comprehensive set of performance standards, alone, isn't adequate to ensure a quality evaluation system. While the performance standards describe *what* the superintendent is expected to do, we also need to know *how* the superintendent fulfills his or her work as well as *how well* the work is done.

Data Sources

In order to develop a complete picture of a superintendent's contribution to the overall success of the school system, the board should use multiple sources of broad-based information. Systematically documenting performance in a variety of settings using a variety of means enhances the breadth and depth of both the superintendent's and the board's understanding of performance strengths and weaknesses. However, for data sources to be acceptable, they must meet the tests of logic, reliability, fairness and legality (Peterson, 1995). For example, in evaluating the performance of a superintendent a board should consider the following important questions:

1. Are the data the responsibility of the superintendent?
2. Do the data reflect the superintendent's responsibilities described in the job description?
3. Are the data of primary importance in judging the quality of the superintendent's performance?
4. Are there better data available?

In this age of "standards and accountability" there is a common belief that educational evaluations must be grounded in assessments of student achievement (Candoli, Cullen, & Stufflebeam, 1997). However, student learning alone certainly does not capture the day-to-day realities of the responsibilities of a superintendent of schools. The research is clear - classroom teachers alone have a direct impact on student achievement. School principals also have a

strong impact, albeit indirect, on student learning, as they support teachers and create school climates that nurture and stress academic performance (Hallinger & Heck, 1996). Research to-date attempts to connect non school-based administrators, like superintendents, to student achievement, even indirectly, have not been successful.

Yet, many boards attempt to use student achievement data to evaluate a superintendent's performance. To the degree that superintendents' responsibilities do include holding school personnel, principals and teachers accountable for improving students' learning, they are able to have an indirect influence on student achievement. Essentially superintendents must make personnel and curricular decisions that positively impact student achievement.

When student-learning measures are used in the evaluation of superintendents, they must conform to professional standards of practice (JCSEE, 2009). There are numerous pitfalls in the inappropriate and uninformed use of assessment data for evaluation of any sort, particularly for use in superintendent evaluation. Annual measures of student achievement should only be used to determine trends over time. Annual assessments at specific grade levels measure different students each year. That variability alone makes it impossible to use such data to fairly evaluate a superintendent. If however, trends show no progress in overall student achievement over time, data could be used to illustrate a real need to improve the quality of classroom teaching or building leadership, both responsibilities of the superintendent. However, these data are only one measure of performance in one domain. Evaluation is a summative process that must address all of the superintendent's responsibilities.

A sound evaluation system will always be based on actual performance data collected through multiple means that are representative of the superintendent's total performance during the period covered by the performance assessment. Thus, using a more comprehensive set of data is essential and can yield a far more valuable performance assessment.

Multiple data sources provide for a comprehensive and authentic “performance portrait” of the superintendent’s work.

Data sources might include informal observations, client surveys, artifacts of performance, achievement of professional goals and other relevant sources of information. The achievement of a specific goal can be documented using appropriate data. Many documents that are developed by the superintendent in the normal course of serving as the district’s CEO can be considered as part of the evaluation data collection process. Client surveys can provide information on the staff and community’s perception of the superintendent’s performance.

Performance Goals - One way to measure progress in student learning is to make it a performance goal. Goals should be few in number, measurable and have specific, realistic timelines for achievement. They can be established under any performance domain or standard. Performance goals should be aimed at desirable, yet realistic, improvement targets that are congruent with the school district’s needs and/or concerns. Once established, the goals can be reviewed and adjusted as necessary.

With the use of performance goals the superintendent typically reports progress on achieving the goals at regular intervals throughout the evaluation process. Indicators of goal attainment include documentation via the superintendent’s oral and written reports, as well as other evidence that can indicate the level of progress. Of course, contextual issues beyond the superintendent’s control can have an impact on the attainment of established goals. For example, there are circumstances when the superintendent does everything possible to enhance student learning, but conditions beyond his or her control prevent maximum benefits for students. Examples of such conditions are: limited resources, inability to terminate certain employees, contractual obstacles, student mobility, student absenteeism and other such variables.

Document Review - Another way to document a superintendent’s performance is to perform an analysis of artifacts (written records and documents produced by the superintendent as a part of his or her job responsibilities). Artifacts for a superintendent, for example, might include school board meeting minutes, articles written for publication, PowerPoint notes from presentations, agendas from meetings led, a record of individuals mentored and recordings from press conferences.

Client Surveys - School board members invariably receive feedback, often unsolicited, regarding particular programs, events and efforts of superintendents and their staffs. In the absence of a more systematic method for collecting perceptions of staff and community members, these anecdotal comments form the basis of the board’s collective opinion of the superintendent’s acceptance and performance as perceived by the school community. In essence, client feedback on superintendent performance -- albeit highly informal -- is common practice.

In recent years there has been a growing movement for educators to adopt 360-degree assessment principles employed in business and industry -- giving all segments of the school community an opportunity to provide feedback data for the evaluation process (see, for example, Manatt, 2000). This client-centered feedback process can provide an avenue for both the superintendent and the board to receive systematic and representative feedback regarding performance. If staff or community perceptions are to be factored into the superintendent’s performance evaluation -- and they invariably will -- then a much fairer and more productive approach is to create a formal outlet for receiving that feedback.

The real challenge is to collect survey data that meets the tests of logic, reliability and fairness. Staff and community surveys of a superintendent’s various constituents have the potential to provide data that meet the tests if they are well conceived, properly administered and interpreted fairly. While surveys can provide an important perspective on the superintendent’s performance, they should be used as *only one* component in the evaluation system if they are to be employed.

Making Evaluative Decisions

Rating Scales - Performance domains, job standards and performance indicators provide a well-defined description of superintendent expectations. Data gathered through goal setting, student performance measures, client surveys, document review and other appropriate sources of information need to be synthesized in order to arrive at a meaningful judgment regarding performance. The tool most often used in making evaluation decisions -- whether for formative or summative purposes -- is a rating scale (rubric) against which performance can be assessed.

Rating scales with three or four points offer opportunities to explain and justify performance

ratings. An example is the four-point performance rating scale with the categories: Exemplary Professional Performance (4), Professional Performance (3), Performance Requires Improvement (2) and Performance Is Unsatisfactory (1).

In this example of a rating scale, four distinct ratings are available for use in assessing the superintendent's performance. But before it can be effectively applied, each rating must be clearly defined so that those applying the ratings have a common understanding of what each signifies and so that the superintendent can accurately interpret the ratings. In this example the following definitions for the rubric could be:

4 - Exemplary Professional Performance:

performance by the superintendent that continually has an impact on students, staff and programs in the school district in a positive manner. For performance to be rated at this level it must consistently exceed the expectations set forth in the performance standards and the board should cite specific examples in a narrative format (i.e., the board should describe specific behaviors on the part of the superintendent that illustrate the high rating).

3 - Professional Performance: performance that consistently meets expectations resulting in quality work in the accomplishment of the job performance standards identified for the superintendent. ***This is the acceptable performance level that is expected.***

2 - Performance Requires Improvement:

performance that does not meet standards and requires a program of improvement and/or remediation to produce desired results (i.e., to meet criteria). The board should cite specific evidence in a narrative format (i.e., the board should describe examples of specific behaviors on the part of the superintendent that illustrate the deficiency).

1 - Performance Is Unsatisfactory:

unacceptable performance that requires significant improvement to justify continued employment. The board should cite specific evidence in a narrative format (i.e., the board should describe examples of specific behaviors on the part of the superintendent that illustrate the deficiency).

0 - Cannot Judge: the board does not have enough information to rate performance on an identified standard.

Such a four-point scale enables the board to acknowledge outstanding work quality and to provide useful feedback for work that is judged in need of improvement. Ratings typically are applied to individual performance standards, but not to performance indicators. Additionally, ratings can be applied to the overall domains to provide a more global assessment of performance.

Chapter 5

Implementing the Process

Evaluating the performance of the superintendent should be a continuous process performed with the same concern for planning and professionalism that is employed in selecting a superintendent. Formal summative evaluations may be annual events -- in most states, the frequency of the summative evaluation, if not some of the content, is governed by a state law or code. However, conversations should occur between the board and superintendent throughout the year concerning the status of attaining goals, as well as any other specific performance issues. Such feedback can be of great value to superintendents in directing their own professional growth.

Guided by policy

A board's responsibility as policymaker includes crafting a policy, regulations and procedures for a quality performance evaluation system for all employees, including the superintendent. Such policy creates consistency in the process and guidelines for board members, both veterans and novices. Both the superintendent and board members should review current policies related to the superintendent, including those that govern the evaluation of the superintendent or describe the responsibilities/duties of the superintendent, and modify them where necessary. In the absence of such policy, initiate policy development.

The district policy should reflect the *how, what, when, where and by whom* the process of performance evaluation of the superintendent is performed. Often, the implementation details, actual performance assessment documents and/or forms, and other details may be adopted as addenda or be incorporated into the procedures pursuant to the actual policy. The policy itself should always reflect the board's intentions and beliefs concerning the goals of the process. It should also include or be accompanied by procedures that specify the "nuts and bolts" of the process.

Time commitment - During the development of procedures, it is important to assess the resources, particularly the amount of time the implementation plan requires to be certain that it meets the *feasibility*

standard – is it practical enough to put into practice? Will the board devote the time required to implement the process as it is designed? All too often sound evaluation designs are not executed because of the board's unwillingness to prioritize the evaluation of the superintendent. Another obstacle is the time to prepare and train all individuals who participate in the process.

Sequence of events - Once an evaluation process has been adopted it will generally guide the sequence of implementation. Generally, an implementation schedule is developed first. For example, ordinarily the contract year will begin on July 1 and terminate the following June 30. Training all participants is the logical initial step. The best-designed evaluation process will fail to achieve its goals without the adequate training of all board members and the superintendent. The absence of adequate training places board members in a frustrating, uncomfortable position; they should fully participate in the superintendent's evaluation, yet do not have a clear understanding of their individual roles or of how to implement the process. This undermines the intent and goals of the process, often resulting in judgments of performance grounded only in personal perceptions.

If goal setting is an element of the process, establishing a few goals should be the next step. Individual state law or code may require that the process be completed by a certain date. The implementation schedule creates a real on-going process in which all parties know when each meeting is scheduled during the process. Regular executive session agendas should reflect the evaluation meeting as agenda items. This is critical since experience tells us that the most common course of action is to use time for other "pressing" issues. Not adhering to the implementation schedule undermines the process and creates an evaluation "event": the summative evaluation, at the end of the year.

The superintendent's and all board members' participation in all phases of the evaluation process is essential. Sometimes an outside facilitator is used to assist with the superintendent's evaluation. If an

outside facilitator is employed for this purpose, the facilitator should be trained in the process and meet with the superintendent and board jointly to clarify roles. The superintendent's participation, cooperation and support are critical.

Once the board completes the superintendent's annual performance evaluation, it should issue a statement during a public board meeting explaining the process and goals, as well as whatever action(s) the board has taken. The superintendent should be publicly commended whenever appropriate.

Chapter 6

Other Considerations

Superintendent evaluation should be a process, not an event – a process that is grounded in an accurate job description and written policies defining the division of responsibilities between board members and the superintendent. It must be governed by policy that specifies *how, what, when, where and by whom* the process of performance evaluation of the superintendent is performed. If well crafted, the process of evaluating the superintendent can be useful and flexible, providing both accountability and useful feedback for the superintendent. The process must be more concerned with quality of the superintendent’s performance in meeting clear expectations than personal characteristics.

All summative evaluations involve decisions. In order to meet the standards of a quality evaluation, the decisions made in this process must be based on evidence rather than opinions. In doing so, the board removes the influence of politics and models data-based decision making for members of the school district and local community.

Adopting the right process - Differences in school district size, complexity and priorities thwart attempts to standardize criteria for superintendent evaluation. Therefore, it is important for each board to adopt a process for evaluating its superintendent that considers the district’s unique circumstances. Some evaluation models or templates available to assist boards in developing an evaluation instrument are based on standards. They are too often checklists of generic job responsibilities that do not serve the goals of the process well because they ask board members to assess the superintendent’s performance based on whether or not -- and how effectively -- the superintendent performed a series of tasks in each standard. Absent is real evidence for knowing if the superintendent is performing these activities and little knowledge about what doing these activities well really “looks like.”

More appropriate evaluation systems recommended by states and professional associations conform to the model described previously in this paper. That is, they focus on the broad general areas of responsibility of superintendents, then specify performance standards (expectations) under each

general area and, finally, provide *a set of indicators of professional performance for each standard*. These indicators of performance for each standard enable board members to be more objective in assessing performance and providing more specific, useful feedback. In order to incorporate such a system into the process, boards must be careful to select those performance standards that reflect their expectations of the superintendent as well as indicators that provide evidence that each standard is being met.

But job responsibilities and performance indicators alone are not enough. A decision of “how” performance will be assessed must be made. Convincing boards to adopt a behaviorally anchored rating scale (performance rubric), which provides descriptions of acceptable/unacceptable behavior for each job responsibility, is key to collecting more reliable data. A definition of all the terms used in the scale gives clarity and helps all board members know what ratings like “competent” or “satisfactory” mean as they make performance judgments.

The sources of evidence (data) that will be used to document and assess the superintendent’s performance should be clear. I have often asked board members how they know whether their superintendent is doing a good job. Where do they get their information about the superintendent’s performance in standards that cover, for example, *instructional leadership or planning and assessment?* How much of the performance do they directly observe? Does their information come from a broad spectrum of their constituents or the vocal few?

Most board members admit that their ability to collect good, reliable data that reflects a broad base is very limited. Yet, the more data sources, the greater the chance that the complexity of the superintendent’s work will be fairly assessed. Since school board members generally are not trained adequately to collect reliable, valid data, the fairness of evaluations becomes a critical issue.

Variations – Boards also differ in their governance model. Some are policy focused; some are more focused on long-term planning, while others are more traditional and focused on the immediate issues that must be addressed. Evaluation

models generally are designed to serve the needs of boards that operate in the more traditional mode. These differences in focus, however, should result in adopting a process of superintendent evaluation that reflects such differences. For example, a process linked to district goal setting requires board members to identify and prioritize the superintendent's major goals before the evaluation process begins. Both board members and the superintendent should be involved in establishing administrative goals. In this collaborative process the board guides the overall direction for the district while the superintendent's expertise in administration ensures that the goals represent a realistic idea of what can be accomplished. Goals must be specific, measurable and few enough in number to be reasonably achieved.

Another approach is to have broader participation in the process. Advocates of the 360-degree process of evaluation have long advocated collecting data from all constituents. For example, parents and community leaders can provide valuable input for the board as members assess how well the superintendent communicates with the community. Other administrators and teachers can provide insights for the board on how well the superintendent communicates district goals and priorities and provides district leadership. In such a process constituents can be reliably surveyed using instruments designed to collect such data. These data would be then added to data collected from formal observations, informal observations, achievement of district goals and student assessments. Although collecting data from multiple sources is time consuming and requires other resources, such a broad array of evidence can result in a more objective assessment of superintendent performance.

Advantages and Disadvantages

Measuring the achievement of objectives (MBO) and printed rating forms are most commonly used in the evaluation of superintendents. In some districts, both are used in the process. There are strengths and weakness in all of the evaluation processes. Strengths of those using rating forms include: greater clarity of expectations, comprehensiveness, characteristics of open-endedness and structure, inclusion of multiple perspectives and ease of use. Weaknesses include factors such as little constituent involvement, inadequate job specificity, too general, mismatched to the responsibilities of the superintendency and lack of provision for professional development.

The strengths of a process based on goal achievement include forced recognition of current

priority for objectives, clear authority given to the board for evaluation, flexibility, encouraging dialogue between the board and the superintendent, and ease in implementation. Weaknesses include watering down of objectives, neglect of student learning and concerns, no provisions for stakeholders and objectives not reflecting actual job performance.

All of the models have relative strengths and weaknesses. However, those that have the greatest potential to meet the essential criteria for quality personnel evaluation include evaluation based on performance standards, document review and the use of student performance measures. Employing multiple models enables boards to enjoy the benefits of the strengths of each model while compensating for the individual models' weaknesses. In essence, there is no perfect superintendent evaluation process, but the best are those that are grounded on the actual duties performed by the superintendent and are evidence based.

Chapter 7

Superintendents' Needs

As school district leaders, superintendents model the commitment to “life-long” learning. One way they do this is making a commitment to a comprehensive process of evaluation that not only assesses the achievement of district goals, but also provides data and other feedback about their own performance. Another way is using such information in a plan for professional growth.

Articulating the merits of a comprehensive process and prioritizing its development and implementation with the board is the first step a superintendent must take. Board members may come to their role with good intentions. But the lack of a sound orientation and real training in the most important aspects of their role handicaps them and impedes their ability to be assets to the district in working with their superintendent and achieving their district’s goals.

Superintendents are the only school district employees not supervised or evaluated by another licensed professional. Yet, it is imperative that superintendents be evaluated in a manner that meets all the criteria of good personnel evaluation. It is a responsibility of board members for which they have not been provided adequate preparation. All evaluators, including board members, need adequate preparation and training in order to evaluate within the spirit and intent of the process.

There are several “natural” times for the board and superintendent to examine their current practice and modify it by adopting a process of superintendent evaluation. Boards that become engaged in the process to reassess and refine their expectations and the superintendent’s job description prior to searching for a new superintendent have been most “faithful” to the process through time. By adopting standards and performance indicators, the board is clearly defining its expectations for the incoming superintendent. Therefore, throughout the subsequent search process, a candidate would have an opportunity to discuss the process up front and is able to have a clear understanding of how performance will be assessed in the future -- with no surprises.

Considering the number of boards that lack the will and training to develop and implement a comprehensive evaluation process, superintendents should consider the evaluation process when negotiating initial and subsequent personal employment contracts. Absent a policy specifying all the critical elements of the evaluation process (how, what, when, where and by whom), as well as the sources of data that will be used to make judgments, etc., superintendents should have such relevant details incorporated into their contracts. Other details, such as a provision that the superintendent receives a copy of all forms used during the evaluation process by individual board members, may provide a more realistic reflection of actual performance. Since summative evaluation forms reflect a composite of individual board members’ judgments, they may be more subjective, reflecting the sentiments only of the individual(s) who prepares those documents. The contract should also guarantee the right of the superintendent to respond to the evaluation in writing and make the response a permanent attachment to the summative document.

All too often superintendent evaluations are performed hurriedly in an attempt to satisfy a legal requirement or a policy mandate. If the evaluation is merely an event it has little, if any, impact on the professional growth of the superintendent or improvement of the school district. The success of the superintendent and, ultimately, the success of the school system are inextricably tied. If the superintendent of schools is to receive a fair evaluation, and if the evaluation is to contribute to her or his professional development, success and overall effectiveness of the district, then adequate time and resources must be devoted to designing, developing and implementing a comprehensive and quality performance evaluation system.

In today’s political environment, the hue and cry for accountability at all levels demand the fair evaluation of all personnel. Achieving a fair evaluation of the superintendent will require greater compatibility among evaluation instruments, actual duties of the superintendent and the standards

that guide the profession. At the same time, the evaluation models and evidence of achievement must be well suited to measure the professional standards.

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Appendix: Sample Superintendent Domains, Standards and Performance Indicators*

Sample Domains

Domain G: Policy and Governance

Domain A: Planning and Assessment

Domain L: Instructional Leadership

Domain M: Organizational Management

Domain C: Communications and Community Relations

Domain P: Professionalism

* DiPaola, M. F. & Stronge, J. H. (2003). *The superintendent evaluation handbook*. Lanham, MD: Scarecrow Press/AASA.

Domain G: Policy and Governance

Performance Standard G-1:

The Superintendent works with the school board to develop and implement policies that define organizational expectations.

Performance Indicators:

The superintendent...

- supports and enforces all school board policies and informs all constituents of changes to the school board policies.
- recommends changes to the school board when school board policies conflict with the school board's vision for education.
- develops administrative regulations that support the applications of school board policies.
- recommends policies and procedures that protect the security and integrity of the district infrastructure and the data it contains.
- recommends policies and procedures that protect the rights and confidentiality of staff and students.
- maintains/improves relations between the superintendent and school board through periodic joint seminars, workshops and training sessions.

Performance Standard G-2:

The Superintendent functions as the primary instructional leader for the school district, relying on support from staff as necessary when advising the school board.

Performance Indicators:

The superintendent...

- involves staff as necessary when planning/providing recommendations to the school board.
- demonstrates professional and personal skills, which facilitate staff involvement.
- responds directly and factually to the school board.
- demonstrates tact when offering recommendations.

Performance Standard G-3:

The Superintendent oversees the administration of the school district's day-to-day operations.

Performance Indicators:

The superintendent...

- explores/applies operational methods, which enable the school, district to apply resources in an efficient manner.
- keeps the school board informed on needs and issues confronting school district employees.
- informs the school board of actions, which require school board involvement.
- delegates authority and responsibility to other employees as needs/opportunities arise.

Performance Standard G-4:

The Superintendent works with all individuals, groups, agencies, committees and organizations to provide and maintain schools that are safe and productive.

Performance Indicators:

The superintendent...

- ensures safe, secure schools for all students and employees.
- proposes improvements to school facilities, which increase public confidence and trust that schools are safe and effective learning environments.
- uses technology to enhance professional practices and increase productivity.

Domain A: Planning and Assessment

Performance Standard A-1:

The superintendent effectively employs various processes for gathering, analyzing and using data for decision making.

Performance Indicators:

The superintendent...

- applies current research related to effective techniques for gathering data from individuals, groups, programs and the community, and uses reliable data in making decisions.
- reviews analyses of student academic achievement through standardized test results and other academic sources.
- provides staff with data in a collaborative effort to determine needs for improvement.
- applies and communicates statistical findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.
- plans and implements changes in programs and/or curricula based on data.
- reviews annual analyses of district's test and sub-test scores by school and discipline in order to assess school improvement and monitor improvement plans.
- develops, monitors and assesses district and school improvement plans.

Performance Standard A-2:

The superintendent organizes the collaborative development and implementation of a district strategic plan based on analysis of data from a variety of sources.

Performance Indicators:

The superintendent...

- provides leadership in the development of a shared vision for educational improvement and of a strategic plan to attain that vision.
- implements strategies for the inclusion of staff and various stakeholders in the planning process.
- supports the district's mission by identifying, articulating and planning to meet the educational needs of students, staff and other stakeholders.

- works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving long- and short-range goals and objectives.
- provides feedback to principals on goal achievement and needs for improvement.
- supports staff through the stages of the change process.
- maintains stakeholders' focus on long-range mission and goals throughout the implementation process.

Performance Standard A-3:

The superintendent plans, implements, supports and assesses instructional programs that enhance teaching and student achievement of the state educational standards.

Performance Indicators:

The superintendent...

- demonstrates a working knowledge and understanding of the state educational standards and district curricular requirements.
- supports the development of a comprehensive curriculum utilizing goals and objectives in alignment with the state educational standards.
- oversees the planning, implementation, evaluation and revision of the curriculum on a systematic and ongoing basis.
- provides resources and materials to accomplish instructional goals for all students.
- facilitates programs/curricular changes to meet state or federal requirements.
- monitors and assesses the effect of the programs and/or curricula on student achievement.

Performance Standard A-4:

The superintendent develops plans for effective allocation of fiscal and other resources.

Performance Indicators:

The superintendent...

- acquires, allocates and manages district resources in compliance with all laws to ensure the effective and equitable support of all of the district's

- students, schools and programs.
- allocates resources consistent with the mission and strategic plan of the district.
- meets and works collaboratively with the board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- utilizes human and material resources outside the district that may support and/or enhance the achievement of goals and objectives.
- provides adequate staffing and other resources to support technology infrastructure and integration across the school district
- monitors/assesses resource allocation and revises allocation plans based on implementation data.
- oversees budget development and prepares it for school board approval.
- implements the annual school operating budget and capital improvement plan.
- applies financial forecasting and planning procedures that support efficient use of all school district resources.
- maintains appropriate and accurate financial records.

Domain L: Instructional Leadership

Performance Standard L-1:

The superintendent communicates a clear vision of excellence and continuous improvement consistent with the goals of the school district.

Performance Indicators:

The superintendent...

- demonstrates personal commitment to achieving the mission of the school district.
- articulates a shared vision to all constituencies and ensures that staff members are working in concert with the district's strategic plan.
- informs members of the board and community of current research related to best practices in curriculum and instruction.
- explores, disseminates and applies knowledge and information about new or improved methods of instruction or related issues.
- shares evaluation data and subsequent plans for continuous improvement with staff, students and other stakeholders.
- recognizes, encourages and celebrates excellence among staff and students.
- demonstrates strong motivation and high standards and models self-evaluation.
- fosters positive morale and team spirit.

Performance Standard L-2:

The superintendent oversees the alignment, coordination and delivery of assigned programs and/or curricular areas.

Performance Indicators:

The superintendent...

- articulates curricular goals, objectives and frameworks to staff and other stakeholders.
- works with staff to develop a written plan for the coordination and articulation of curricular goals.
- works with the board, staff and community representatives to identify needs and determine priorities regarding program delivery.
- provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.

- monitors coordination of instructional programs with state and local standards.
- facilitates the effective coordination and integration of district curricular and co-curricular programs.
- reviews an annual analysis of the school vision's test and sub-test scores by school and discipline in order to assess and monitor school improvement.
- demonstrates an understanding of occupational trends and their educational implications.

Performance Standard L-3:

The superintendent selects, inducts, supports, evaluates and retains quality instructional and support personnel.

Performance Indicators:

The superintendent...

- maintains and disseminates a current handbook of personnel policies and procedures.
- establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates.
- makes recommendations regarding personnel decisions consistent with established policies and procedures.
- oversees the recruitment, appointment, induction and assignment of the most qualified personnel available.
- establishes and implements formal and informal induction procedures to promote assistance for and acceptance of new employees.
- sets high standards for staff performance.
- evaluates performance of personnel consistent with district policies, provides formal and informal feedback and maintains accurate evaluation records.
- recommends the reappointment and/or promotion of competent, effective personnel.
- provides support and resources for staff to improve job performance, and recognizes and supports the achievements of highly effective staff members.

Performance Standard L-4:

The superintendent provides staff development programs consistent with program evaluation results and school instructional improvement plans.

Performance Indicators:

The superintendent...

- leads the development and implementation of a systematic professional development plan for individuals, including members of the board, and for the district.
- works collaboratively with members of the staff in using student achievement data to determine relevant professional development opportunities.
- meets with principals regularly to assess ongoing school improvement efforts.
- evaluates the effectiveness of the professional development plan in relation to district goals.
- encourages participation in relevant conferences, course work and activities of professional organizations.
- shares program evaluation results and demonstrates connection of results to ongoing staff development efforts.
- supports staff participation in internal and external professional development opportunities as appropriate.

Performance Standard L-5:

The superintendent identifies, analyzes and resolves problems using effective problem-solving techniques.

Performance Indicators:

The superintendent...

- identifies and addresses problems in a timely and effective manner.
- demonstrates fairness in identifying multiple points of view around problem situations.
- involves stakeholders in analyzing problems and developing solutions.
- monitors implementation of problem resolutions.
- provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.
- delegates responsibility appropriately to staff members.
- maintains focus on school and district mission and goals.
- promotes an atmosphere of mutual respect and courtesy.

Performance Standard L-6:

The superintendent assesses factors affecting student achievement and serves as an agent of change for needed improvements.

Performance Indicators:

The superintendent...

- makes appropriate changes in the curriculum and scheduling.
- optimizes available physical resources.
- adjusts placement of students.
- adjusts personnel assignments.
- provides appropriate training for instructional personnel.

Performance Standard L-7:

The superintendent ensures that curricular design, instructional strategies and learning environments integrate appropriate technologies to maximize student learning.

Performance Indicators:

The superintendent...

- provides equitable access for students and staff to technologies that facilitate productivity and enhance learning
- communicates expectations that technology will be used to increase student achievement.
- ensures that budget priorities reflect a focus on technology as it relates to enhanced learning.
- Provides technology-rich learning experiences for all students.

Domain M: Organizational Management

Performance Standard M-1:

The superintendent actively supports a safe and positive environment for students and staff.

Performance Indicators:

The superintendent...

- facilitates the implementation of sound, research-based theories and techniques of classroom management, student discipline and school safety to ensure a safe, orderly environment conducive to teaching and learning.
- clearly communicates expectations regarding behavior to students, staff, parents and other members of the community.
- clearly communicates procedures for handling disciplinary problems.
- implements and enforces school district code of conduct and appropriate disciplinary policies and procedures in a timely and consistent manner.
- supports effective programs through which students develop self-discipline and conflict resolution skills.
- calmly and effectively manages emergency situations as they occur.
- is proactive in addressing potential problem situations.
- consistently conveys mutual respect, concern and high expectations to students, staff, parents and community members.
- recognizes students and staff for their academic, co-curricular, personal and professional achievements.

Performance Standard M-2:

The superintendent develops procedures for working with the board of education that define mutual expectations, working relationships and strategies for formulating district policies.

Performance Indicators:

The superintendent...

- respects the policy-making authority and responsibility of the board.
- develops and uses a systematic means of keeping

members of the board informed with complete, accurate information.

- facilitates the delineation of superintendent and board roles and the articulation of mutual expectations.
- recommends policy additions and/or modifications to improve student learning and district effectiveness.
- anticipates future needs and demonstrates a bias for action.
- values group interaction and problem solving.
- expresses opinions on policy issues directly to the board.
- supports and implements policy established by the board.

Performance Standard M-3:

The superintendent effectively manages human, material and financial resources to ensure student learning and to comply with legal mandates.

Performance Indicators:

The superintendent...

- complies with federal, state and local statutes, regulations, policies and procedures.
- collaboratively plans and prepares a fiscally responsible budget to support the organization's mission and goals.
- demonstrates effectiveness in obtaining necessary resources.
- establishes and uses accepted procedures for receiving and disbursing funds.
- ensures that expenditures are within limits approved by the board.
- implements appropriate management techniques and group processes to define roles, delegate activities and responsibilities and determine accountability for goal attainment.
- prepares and implements short- and long-range plans for facilities and sites.
- ensures proper maintenance and repair of district property and equipment.
- monitors any construction, renovation, or demolition of district buildings.
- regularly reports to the board on the financial

condition of the district.

- monitors the efficient use of resources.
- works with staff to establish an effective schedule for use of shared resources.
- ensures the maintenance of accurate personnel records.

Performance Standard M-4:

The superintendent demonstrates effective organizational skills to achieve school, community and district goals.

Performance Indicators:

The superintendent...

- demonstrates and communicates a working knowledge and understanding of school district policies and procedures.
- ensures compliance and follow-through regarding policies and procedures.
- uses personal time to the best advantage, manages scheduling effectively and follows tasks to completion.
- employs appropriate technologies to communicate, manage schedules and resources, assess performance and enhance learning.
- performs duties in an accurate and timely manner.
- maintains appropriate and accurate records.
- efficiently and appropriately prioritizes and addresses multiple issues and projects.
- systematically evaluates progress on achieving established goals.
- keeps the board, staff and community apprised of progress in achieving the district's goals.

Performance Standard M-5:

The superintendent implements sound personnel procedures in recruiting, employing and retaining the best-qualified and most competent teachers, administrators and other personnel.

Performance Indicators:

The superintendent...

- knows and follows proper procedures for staffing.
- recruits and assigns the best available personnel in terms of personal and professional competence.
- establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates for employment and promotions.
- establishes and implements formal and informal induction procedures for new employees.
- assigns and transfers employees as the needs of the school district dictate and reports such information to the school board.

Performance Standard M-6:

The Superintendent provides staff development for all categories of personnel consistent with individual needs, program evaluation results and instructional improvement plans.

Performance Indicators:

The superintendent...

- oversees the planning and evaluation of the staff development program.
- works collaboratively with members of the staff in using student achievement data to identify relevant professional development needs.
- encourages and supports employee participation in appropriate internal and external development opportunities.
- maintains an emphasis on technology fluency and provides staff development opportunities to support high expectations.

Performance Standard M-7:

The Superintendent plans and implements a systematic employee performance evaluation system.

Performance Indicators:

The superintendent...

- establishes a fair and meaningful employee evaluation system that promotes high expectations of all staff.
- establishes evaluation procedures that assess demonstrated growth in achieving technology standards.
- provides training for all administrative and supervisory personnel in the evaluation and documentation of teacher and administrative performance that includes student achievement as a criterion.
- provides for positive recognition of identified strengths and accomplishments.
- provides assistance to employees requiring remediation.
- provides oversight in the identification of strengths and weaknesses of employees, formal and informal feedback and dismissal of ineffective employees.
- provides an annual report to the school board summarizing the results of employee evaluations.

Domain C: Communication and Community Relations

Performance Standard C-1:

The superintendent promotes effective communication and interpersonal relations within the school district.

Performance Indicators:

The superintendent...

- promotes a climate of trust and teamwork within the district.
- facilitates constructive and timely communication.
- initiates communication and facilitates cooperation among staff regarding curriculum or program initiatives.
- establishes a culture that encourages responsible risk-taking while requiring accountability for results.
- models professionally appropriate communication skills, interpersonal relations and conflict mediation.
- maintains visibility and accessibility to staff.
- solicits staff input to discuss issues and goals and to promote effective decision-making.
- establishes and maintains a collaborative relationship with staff members in promoting the district's mission and in communicating expectations.

Performance Standard C-2:

The superintendent establishes and maintains effective channels of communication with board members and between the schools and community, strengthening support of constituencies and building coalitions.

Performance Indicators:

The superintendent...

- accepts responsibility for maintaining communication between the board and district personnel.
- anticipates, analyzes and discusses emerging educational/district issues with the board on a regular basis.
- systematically provides accurate, relevant information to the board to facilitate decision-making.

- establishes, maintains and evaluates a planned, two-way system of communication with community constituencies.
- communicates school and district goals, objectives and expectations to stakeholders.
- is politically astute and demonstrates the skills necessary to build community support for district goals and priorities.
- works cooperatively with representatives of the news media.
- establishes partnerships with public and private agencies to enhance the district's ability to serve students and other constituents.
- uses acceptable written and oral language.

Performance Standard C-3:

The superintendent works collaboratively with staff, families and community members to secure resources and to support the success of a diverse student population.

Performance Indicators:

The superintendent...

- is responsive to the conditions and dynamics of the diversity within the school community.
- treats people with respect.
- models and promotes multicultural awareness, gender sensitivity and the appreciation of diversity in the community.
- is knowledgeable about laws regarding individual and group rights and responsibilities and scrupulously avoids actions that might violate them.
- collaborates with staff, families and community leaders and responds to identified needs of individual students and groups of students.
- promotes the value of understanding and celebrating school/community cultures.

Performance Standard C-4:

The superintendent creates an atmosphere of trust and mutual respect with staff and community.

Performance Indicators:

The superintendent...

- unites people towards a common goal.
- fosters an environment conducive to the teaching and learning process.
- promotes collaboration and collegiality among the staff.
- treats all personnel fairly without favoritism or discrimination while demanding high performance standards.

Domain P: Professionalism

Performance Standard P-1:

The superintendent models professional, moral and ethical standards as well as personal integrity in all interactions.

Performance Indicators:

The superintendent...

- understands and models appropriate value systems, ethics and moral leadership.
- promotes the establishment and application of moral and ethical practices in each school and classroom.
- relates to board members, staff and others in an ethical and professional manner.
- maintains the physical and emotional wellness necessary to meet the responsibilities of the position.
- serves as an articulate spokesperson for the school district and represents the district favorably at the local, state and national levels.
- resolves concerns and problems in an appropriate manner.
- respects and maintains confidentiality and assumes responsibility for personal actions and those of subordinates.
- maintains a professional demeanor and appearance appropriate to responsibilities.
- demonstrates good character and integrity.

Performance Standard P-2:

The superintendent works in a collegial and collaborative manner with school personnel and the community to promote and support the mission and goals of the school district.

Performance Indicators:

The superintendent...

- demonstrates flexibility and a collaborative attitude in supporting professionals/other staff/work teams.
- supports the district and advances its mission/goals.
- establishes and supports a district culture that encourages collaboration and teamwork in achieving goals.

- maintains effective working relationships with other administrators and staff.
- shares ideas and information and considers the interests and needs of staff members and community stakeholders in promoting and supporting district goals and services.

Performance Standard P-3:

The superintendent takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

Performance Indicators:

The superintendent...

- participates in professional growth activities, including conferences, workshops, course work and/or membership in professional organizations at the district, state and/or national level.
- evaluates and identifies areas of personal strength and weakness related to providing district leadership.
- sets goals for improvement of skills and professional performance.
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, and shares the information with appropriate staff.
- comprehends and applies current research of educational issues, trends and practices.
- networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills and organizational success.
- maintains proper licensure and certification.

Performance Standard P-4:

The superintendent provides service to the profession, the district and the community.

Performance Indicators:

The superintendent...

- serves on district, state and/or national committees and maintains an active role in professional organizations.
- contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor.
- organizes, facilitates and presents at local, state and/or national conferences.
- supports and participates in efforts to align district goals and activities with community endeavors.



Membership Enrollment Form

(Dues rates are valid, July 1, 2009, through June 30, 2010)

Receive 12 months of membership from date received at AASA.

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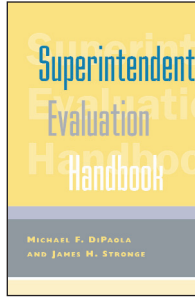
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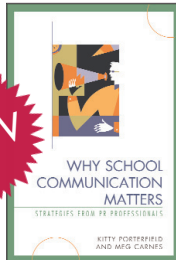
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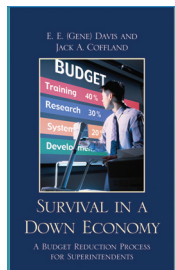
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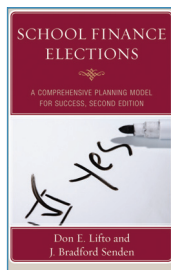


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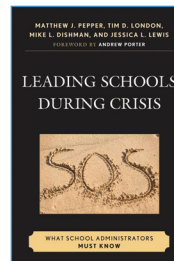


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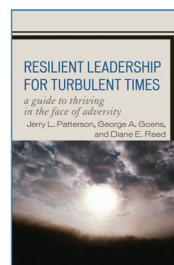


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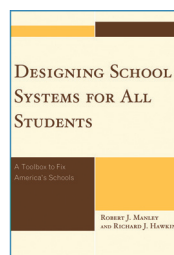
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