



Managing the Evaluation and Contract of the Superintendent

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Evaluating the Superintendent

- Teachers are evaluated by principals.
- Principals are evaluated by the Superintendent.
- The Superintendent must be evaluated.
- Board Members must evaluate the Superintendent every school year



It must be a duty of the Board

- The Superintendent **MUST** be evaluated by the Board of Education.
- The School District's CEO should receive regular, honest and formal feedback and guidance.



Why should the Superintendent be evaluated?

- Provides a basis for evaluating weak areas
- Provides a basis for rewarding satisfactory job performance
- Offers protection from lawsuits & criticism from BOTH terminated superintendents & constituents angered over supt.'s performance and salary
- At its best – Evaluation is a communication process



Superintendent Evaluation

The Board can govern when it knows
-what the Superintendent is going to do
and
*-whether it's getting done. **Do not***
evaluate the effort but the results.



The Superintendent Evaluation

- Defines what is expected of the Superintendent
- Requires identifying and prioritizing the District's goals.



An Effective Supt. Assessment Offers:

- Encouraging praise
- Instructive criticism
- Suggestions for overcoming shortcomings and problems

It clarifies roles, expectations & performance



Getting Started

Board must agree upon:

- HOW the Board will determine what to evaluate,
- WHAT instrument / form(s) or method it will use to evaluate,
- WHEN the evaluation's various steps will occur (timeline).



What should be evaluated?

- N.M. Admin. Competencies
- Job Description / Additional Supt. Competencies adopted by the local board -
Examples:
 - Supt. / Bd. Relationship
 - Morale of Dist. Employees
 - Safety of Dist. Students
 - Parental Satisfaction
 - Relationships w/ Community Leaders
- District Goals adopted by the local board
- Supt's Professional Goals



Supt. & Bd. Set Superintendent's Goals for Evaluation

- BOARD EVALUATES **RESULTS** IN
 - Reaching agreed-upon goals
 - Solving agreed-upon problems
 - Making agreed-upon improvements

Number of areas should be limited.

Do not include routine duties such as report writing, meetings, presentations unless the Supt. has been deficient in such areas.



How is the Superintendent's Performance Measured?

Use Specific, Measurable Goals/Objectives

- Narrowly focused
- Objective
- Quantify, when possible



Identification of Deficiencies or Unsatisfactory Work

- Tie each deficiency to a Competency or District Goal
- Be Specific
- Use examples

Develop goals / objectives to address deficiencies.



Expectations Must Be Specific

- **What** task(s) need to be done?
- **How** does each task need to be done (written reports, oral reports, etc.)?
- **When** does each task need to be done?
- **For whom** does each task need to be done?
- Comments on these tasks – **Why** do they need to be done?



Evaluation Process

- Used to Substantiate
“*Just Cause*” for
Discharge or Termination



Just Cause

- A reason that is rationally related to an employee's competence or turpitude or the proper performance of his duties and that is not in violation of the employee's civil or constitutional rights

Section 22-10A-2 of the School Personnel Act



Uncorrected Unsatisfactory Work Performance

- **Unsatisfactory Work Performance –**
6.69.2.7(D) NMAC
- **Uncorrected Unsatisfactory Work
Performance –** *6.69.2.7(C) NMAC*
- Uncorrected Unsatisfactory Work
Performance is “**just cause**” for discharge
– *6.69.2.8(A) NMAC*



Uncorrected Unsatisfactory Work Performance - Procedures

- *2 or more conferences with immediate supervisor (The Board)*
- *Sufficient time allowed to correct*
- *Written record of all conferences, specifying area(s) of uncorrected unsatisfactory work performance, suggestions for improvement, signed by parties at conference. 6.69.2.8B NMAC*



SUGGESTED TIMELINE

- ***Prior to or Early in School Year***
 - Identify strengths, weaknesses, what will be evaluated, instrument (s) or forms to be used, set evaluation schedule for the rest of the year.
- ***Nov. / Dec.*** - (Formative Evaluation)
 - Assess the progress being made.
- ***Feb. / Early Spring Semester*** –
- (Summative Evaluation)
 - Determine if goals / objectives met
 - Make employment decision
 - Begin new cycle for next year

Ashleigh
Brilliant

Well,
if you don't like
my opinion
of you,

you can always
improve.



POT SHOTS No. 1732 ©1980 Ashleigh Brilliant



CONTRACTS

- Do not place evaluation language in contract unless Board intends to do it consistently each school year
 - Provide deadlines
 - No language about automatic renewal of contract based on evaluations
 - No ramifications of failing to do evaluation
- Address all issues of compensation, vested leave and in-kind compensation and provision of materials and equipment



CONTRACTS

- Consider addressing termination of contract under terms of the contract itself
 - Provide terms for buyout on termination of contract
 - No cause necessary
 - Notice provision for termination
 - Waiver of right to hearings and waiver to pursue litigation
 - Waiver is compensation for payment of monies outside of providing services (Anti-Donations Clause)
 - No Friendly lawsuit required under PED Regulations
 - Negotiate amount of salary due related to years or time of service
 - Consider 1/2 remaining contract amount
 - Negotiation of other amounts
 - Address providing references and confidentiality of buyout and of information to make public



CONTRACTS

- Do not use PED administrator contract form
- Do not provide compensation that is not directly related to services provided or necessary for performing duties;
 - No investment benefits/commercial paper
 - Vested insurance policy outside of standard benefits
- Benefits should be same as all other employees or merely increased in amount or type for the position
- Legal Counsel represents the Board only.

Questions



Contact Information



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