WCSD SUPERINTENDENT CANDIDATE EVALUATION: JOB FIT CONSIDERATIONS

Overview

While primarily intended to assist **Trustees** when evaluating superintendent candidates, this document will help anyone to be a better evaluator of talent. Completing the charts in this document will assist **Community Members** to fill out the candidate evaluation survey (survey Spanish). In addition to this document, there are two others on the WCSD website you will find helpful in processing candidate information and coming to a conclusion as to which candidate is the best fit for Washoe.

1. *WCSD Superintendent Search Process Overview:*
   - Included are the Superintendent Selection Criteria descriptors made up of <u>Critical Roles</u>, <u>Essential Competencies</u>, and the <u>Leadership Styles</u> necessary for WCSD superintendent success. It also describes the <u>Derailers/Failure Factors</u> that will ensure superintendent failure. These were derived from key stakeholder interviews, focus groups, and 600 community surveys that provided input on what it will take to be a top-performing superintendent in the WCSD.
2. *TBG WCSD Interview and Evaluation Guidelines*:
   - Contains a number of evaluation tips and a <u>Candidate Evaluation Worksheet</u> employing a condensed version of the superintendent selection criteria contained in the first document above. This is in the form of a chart to facilitate the observation and evaluation of roles and competencies from documents, interviews, Meet & Greet activities, etc.

The <u>goal of this document</u> is to further reduce individual bias when evaluating a candidate, and how to stay evidence-based when making evaluations. This is in relationship to the selection criteria and a number of additional fit criteria described here.

Evaluation Considerations

SOURCES OF CANDIDATE INFORMATION

The following are sources of information available for review as part of the candidate evaluation process:

DOCUMENTS ON WEBSITE	BOARD INTERVIEWS 4/8		OTHER
A. Candidate Summary	F. Stories – Live, Zoom, or Archived	I. Focus Grp – All Employee Grps	O. Media Articles
B. Letter of Interest/Cover Letter		J. Focus Grp – Families	P. Own Research – Google, etc.
C. Reference Letters (4)		K. Focus Grp – Commun & Biz Ldrs	Q. Background Checks (due 4/25)
D. Philosophy Statements (3)	MEET & GREET 4/18, 19, & 20	L. Focus Grp – Leadership Team	R. Reference Checks (due 4/25)
E. Resume	G. Board Interviews - Traditional	M. Focus Grp – Students	S. Survey Results (due 4/25)
	H. Meals with Trustees	N. Media Engagements	

EVALUATION FIT CATEGORIES

You may find the following five FIT categories helpful in identifying your choice of the top candidate for deliberations on the 26th if you are a **Trustee**, or for submitting your candidate evaluations on the survey if you are an interested **Community Member**. Whether you fill in the charts below (starting on page 4), or just read the materials, it should provide you with information to help you make *informed, evidence-based decisions*. If you are a **Trustee**, the analysis will help you identify gaps in information you may wish to fill with *specific questions for upcoming Meet & Greet activities*, i.e., meals with candidates, board interviews, and focus groups. It is recommended that you take all five fit categories into account when making your decision. The categories are listed in order of importance from most to least, e.g., Results is usually viewed as most important.

FIT CATEGORY I - *RESULTS*:
This is the bottom line – the ability of a candidate to improve and maintain the performance of all students while building a strong district culture and climate.
You may find it helpful to view results in terms of leading and lagging performance indicators:
- Leading Indicator Examples (happen first): increased attendance, reduced behavioral referrals, suspensions, and dropouts.
- Lagging Indicator Examples (follows when the leading indicators show improvement): graduation rate, course proficiency scores, college going rate, college persistence.
- Best sources of candidate Results information: A-Candidate Summary; B-Letter of Interest, C-Reference Letters, E-Resume. H-Meals with Trustees.

FIT CATEGORY II - *CORE COMPETENCE – Desired Roles, Competencies, & Leadership Styles:*
These are the capabilities that allow the candidate to obtain the desired results. The Superintendent Selection Criteria (found in document 1 described above) and the condensed roles and competencies listed in the Candidate Evaluation Worksheet (found in document 2) describe the capabilities the community identified as necessary for superintendent success.
- Best sources of candidate Core Competence: B-Letter of Interest, C-Reference Letters, E-Resume, F&G-Board Interviews, H-Meals with Trustees, I,J,K-Focus Groups.

FIT CATEGORY III – *VALUES AND BELIEFS:*
Values and Beliefs select and drive thoughts, feelings, and behavior, and shape our lenses on others and the world. They also focus energies on what stakeholders deem as most important.
Values and beliefs alignment and/or a deep understanding of same with key stakeholders is essential in developing good working relationships and getting everyone on the same page for the good of students, families, etc.
- With regard to political orientation, please keep in mind that the community sought someone who was able to demonstrate neutrality to facilitate working with both the Board and the community, and to act as a bridge between the two.
- Best sources of candidate Values and Beliefs: B-Letter of Interest, C-Reference Letters, D-Philosophy Statements – education, management, and leadership, F&G-Board Interviews, H-Meals with Trustees, I,J,K-Focus Groups.

FIT CATEGORY IV – *FIT WITH STAKEHOLDERS:*

The ability to build and sustain effective working relationships with key stakeholders – often described as having the right chemistry to fit with key stakeholders and stakeholder groups.

- The rigorous evaluation employed in this search will show that no candidate has all the right stuff. Therefore, one consideration is candidate abilities asset and deficit management. If the candidate is weak in a particular aspect of core competency, determine if the executive team can make up for that and vice versa – this is another aspect of fit to consider.
- Best sources of candidate Fit with Stakeholders information: C-Reference Letters, F&G-Board Interviews, H-Meals with Trustees, I,J,K-Focus Groups.

FIT CATEGORY V – *EXPERIENCE:*

The ability to demonstrate all of the abilities associated with the first Fit four categories in a different context/environment can be an important consideration, as reflected in candidates' experience. The question to be answered is whether or not the abilities reflected in the first four categories are transferable to the WCSD context. However, the prior four categories should carry more weight unless there are questions of transferability of skills, or the new superintendent must hit the ground running with no time at all allowable for a ramp-up on local/state policies, political structure, legislative issues, etc. Usually, these can be mastered quickly by a superintendent with the "right stuff," as reflected in the abilities reflected in the first four Fit categories.

- Experience is important if you have candidates that are very similar in their abilities, since that situation experience can be the tie-breaker.
- Best sources of candidate Experience: B-Letter of Interest, C-Reference Letters, E-Resume, F&G-Board Interviews, H-Meals with Trustees, I,J,K-Focus Groups.

FILLING INFORMATION GAPS:

Trustees, if this information has helped to identify gaps in candidate Fit information you wish to fill, you may find it helpful to refer to Document 2 referenced above for guidance. The following is an excerpt from that document:

d. When you create questions:
   - Do not make them hypotheticals, such as, "What would you do if you were faced with …?"
   - For example, if you were concerned about a candidate's ability to deal with conflicts with the Board, don't ask what the candidate would do when faced with a particular Board conflict, rather, ask the candidate, "Please give us an example of what you did to manage a board conflict in the past and walk us through it." Ask for a lot of detail, i.e., turn it into a story.
   - It's important to remember that ***the best predictor of future performance is past performance!*** When you ask "what if" or "what would you" type questions, the response may only reflect a prepared answer, or how quick the candidate is on his/her feet. These type questions have little if any predictive validity as to whether or not a candidate will demonstrate what you are looking for on the job.

Candidate Fit Evaluations

CANDIDATE: _____ **(replicate the following charts for each candidate)**

When you have filled out the two "evidence" columns for each evaluation category chart, place an X or Checkmark reflecting how strong the candidate was on each of the Performance Elements listed, i.e., **Strong, Moderate, or Weak**. Space is provided in each chart for you to add performance elements you feel are important but were not listed.

FIT CATEGORY I - *RESULTS*:

CANDIDATE PERFORMANCE ELEMENT	SOURCES OF INFORMATION (A-P)	EVIDENCE: WHAT I SAW AND/OR WHAT I LIKED	EVIDENCE: WHAT I DIDN'T SEE AND/OR DIDN'T LIKE	Strng	Mod	Weak
1. Leading indicators						
2. Lagging indicators						
3. Ach. of goals similar to WCSD strategic goals						

- *Did the candidate demonstrate improvements in Results you and the district are looking for?*
- *Trustees, do you have any questions about Results you would like to ask this candidate during the next interview, meals, and/or focus groups (I,J,K)?*

FIT CATEGORY II - *CORE COMPETENCE – Desired Roles, Competencies, & Leadership Styles:*

CANDIDATE PERFORMANCE ELEMENT	SOURCES OF INFORMATION (A-P)	EVIDENCE: WHAT I SAW AND/OR WHAT I LIKED	EVIDENCE: WHAT I DIDN'T SEE AND/OR DIDN'T LIKE	Strng	Mod	Weak
1. Roles						
2. Competencies						
3. Leadership Styles						
4. Scalability						

- *Did the candidate demonstrate the Core Competence required to be successful as the WCSD superintendent?*
- *If the candidate has the Core Competence required, but has not demonstrated it in a context similar to WCSD, e.g., high level of complexity and large budget, do you view the capabilities demonstrated scalable to a higher level?*
- *Trustees, do you have any Core Competence questions you would like to ask this candidate during the next interview, meals, or focus groups (I,J,K)?*

FIT CATEGORY III – *VALUES AND BELIEFS:*

CANDIDATE PERFORMANCE ELEMENT	SOURCES OF INFORMATION (A-P)	EVIDENCE: WHAT I SAW AND/OR WHAT I LIKED	EVIDENCE: WHAT I DIDN'T SEE AND/OR DIDN'T LIKE	Strng	Mod	Weak
1. Alignment with district values, vision, mission, and guiding principles						
2. Alignment with Board values & beliefs						
3. Alignment with community values and beliefs						

- *Did the candidate demonstrate the <u>Values and Beliefs</u> required to be successful as the WCSD superintendent?*
- *Trustees, do you have any <u>Values and Beliefs</u> questions you would like to ask this candidate during the next interview, meals, and/or focus groups (I,J,K)?*

FIT CATEGORY IV – *FIT WITH STAKEHOLDERS:*

CANDIDATE PERFORMANCE ELEMENT	SOURCES OF INFORMATION (A-P)	EVIDENCE: WHAT I SAW AND/OR WHAT I LIKED	EVIDENCE: WHAT I DIDN'T SEE AND/OR DIDN'T LIKE	Strng	Mod	Weak
• Fit with Board						
• Fit with Leadership Team						
• Fit with Administrators						
• Fit with Teachers						
• Fit with Parents/Families						
• Fit with Students						
• Fit with Biz Community						
• Fit with Non-Profit Commun.						
• Fit with Public Officials						

- *Did the candidate demonstrate the level of <u>Fit with Stakeholders</u> required to be successful as the WCSD superintendent?*
- *Trustees, do you have any <u>Stakeholder Fit</u> questions you would like to ask this candidate during the next interview, meals, and/or focus groups (I,J,K)?*

FIT CATEGORY V – *EXPERIENCE:*

CANDIDATE PERFORMANCE ELEMENT	SOURCES OF INFORMATION (A-P)	EVIDENCE: WHAT I SAW AND/OR WHAT I LIKED	EVIDENCE: WHAT I DIDN'T SEE AND/OR DIDN'T LIKE	Strng	Mod	Weak
• Years as superintendent						
• Size of District						
• Size of Budget						
• Complexity of Functions						
• District Demographics						
• Legislat. Funding Advocacy						

- *Did the candidate demonstrate the __Experience__ required to be successful as the WCSD superintendent?*
- *Trustees, do you have any __Experience__ related questions you would like to ask this candidate during the next interview, meals, and/or focus groups (I,J,K)?*

(REPEAT THE CHARTS FOR CANDIDATES 2, 3, 4, & 5.)