

Evaluation of the Superintendent

Name: _____

Date: _____

Board Member: _____ Student Member: _____

I = Ineffective; D = Developing; E = Effective; HE = Highly Effective; N/O = Not Observed
(Note: Please see last page if you wish to add General Comments).

A. Relationship with the Board

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	N/O (X)	Rating (#)
Materials, background, and information	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda and no information is provided. Questions are rarely answered.	Meeting materials are incomplete, and don't include supporting information. Keeps only some members informed, making it difficult for the board to perform its responsibilities. Board questions are answered, but not all members are apprised of relevant questions/answers.	Materials are provided. Some supporting information is included. Keeps board informed with appropriate information as needed so it may perform its responsibilities. Board questions are addressed with occasional follow-up to members.	Meeting materials are provided with supporting information in order to make informed decisions. Board questions are answered thoroughly with communication to all members to ensure understanding. Keeps board members informed with appropriate, regular communication.		
Policy involvement	Makes decisions without regard to adopted policy	Is minimally involved in the development, recommendation and administration of school system policies	Is actively involved in the development, recommendation and administration of school system policies	Is proactive in the determination of district needs and policy priorities		
Board development	Doesn't promote board development	When asked, provides members with information about board development	Provides members with information regarding board development opportunities when they arise	Actively and continuously encourages board development by seeking and communicating opportunities		
Category Rating (average ratings, not including the N/O)						

Additional Comments:

B. Staff Communications

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	N/O (X)	Rating (#)
Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters	Keeps staff informed of most important matters	Establishes a system of keeping staff continually informed of important matters		
Evaluation	Evaluations are not completed or are arbitrary	Evaluations are not completed in a systematic/consistent manner or on time	Evaluations are completed on time, they are systematic and consistent	Provides for the systematic, organized evaluation of all faculty/staff by appropriate supervisors in a timely manner. Provides opportunities for and implementation of peer evaluations		
Availability	Seldom gets back to the person making the request	Responds within a day or two	Available and responds to requests in a helpful and timely manner	Is more than prompt with responses and makes access a priority		
Category Rating (average ratings, not including the N/O)						

Additional Comments

C. Human Resources

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	N/O (X)	Rating (#)
Contracts	Negotiated agreements and employment policies are not followed, not honored, and not understood by the superintendent or administrators. Frequent grievances brought to and overturned by the board.	Superintendent and administrators have a general understanding of the contract language. Negotiated agreements and employment policies are met but there are frequent grievances that the board overturns.	Both the superintendent and administration understand and respect the negotiated agreements and employment policies. Very few grievances brought to the board, if any.	Understands and implements the terms and conditions of various negotiated agreements and employment policies. No more than one grievance brought to the board level.		
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias	A system has been established, but it is not applied consistently	A system is used to address personnel matters with consistency, fairness, discretion and impartiality	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted		
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations	Delegates duties to staff, but retains final decision-making authority	Delegates responsibility to staff within their abilities and then provides support to ensure their success	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills		
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner	A formal recruitment process is in place, but is not used consistently	Follows a formal recruitment process for each hiring opportunity	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district		
Category Rating (average ratings, not including the N/O)						

Additional Comments

D. Business and Finance

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	N/O (X)	Rating (#)
Budget	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.		
Supplemental Funding Sources	Fails to seek out or obtain outside funding.	Recognizes the need for outside funding and seeks to obtain those funds.	Seeks out and obtains funds to help meet the goals of the district.	Proactively searches for funds to meet the goals of the district.		
Facility management	A facility management plan is not created. Maintenance is only performed when absolutely necessary	Facilities management needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future	Facilities management plan is in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding		
Resource allocation	Resources are allocated without consideration of school system needs	Resources are allocated to meet immediate needs	Resources are distributed based on school system goals and seek to meet immediate objectives	Resources are distributed based on school system goals and seek to meet immediate and long-range objectives		
Category Rating (average ratings, not including the N/O)						

Additional Comments:

E. Educational Leadership

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	N/O (X)	Rating (#)
Professional Knowledge	Is unaware of current instructional programs	Is somewhat knowledgeable of current instructional programs. Relies on others for info/data	Demonstrates knowledge of current instructional programs, and is able to discuss them	Demonstrates knowledge and comfort with current instructional programs. Communicates with the board how the school system is implementing best practices		
Self-Improvement	Does not participate in professional development opportunities	Passively participates in some professional development opportunities	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the school system. Participates actively in professional groups and organizations.		
Focus on students	Focus is on the management of the school system and maintaining day-to-day operations. Student achievement isn't the priority	Student achievement is a concern, but does not always guide decisions made within the school system	Student achievement is important and guides decisions made within the school system	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement.		
Professional development	Faculty/Staff development isn't provided. Faculty/Staff members are responsible for their own improvement	Faculty/Staff development programs are offered based upon available opportunities	Faculty/Staff development programs are offered based on available opportunities. These are targeted toward increasing student achievement	Faculty/Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.		
Curriculum	Curriculum isn't a priority in the school system	Allows teachers to define their own curriculum. There is little or no coordination	A curriculum is in place that seeks to meet the state standards	There is an ongoing review process to be sure the curriculum is aligned to the state standards and meets the needs of our students		
Category Rating (average ratings, not including the N/O)						

Additional Comment

F. Personal Qualities

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	N/O (X)	Rating (#)
Collaborates with individuals and groups	Makes little effort to include groups or individuals in decision making discussions. May be dismissive in tone or action to individuals or groups that are working together.	Sometimes will include others in discussions leading to district decisions. May appear to listen to others but is dismissive of suggestions.	Welcomes the input of others and includes dissenting opinions in the discussion. Is able to work with people from varied backgrounds. Stakeholders know their opinion is valued.	Always welcomes the opinions of others and is able to demonstrate that their opinions or suggestions are valued. Is able to successfully navigate suggestions and opinions of others while being decisive in making decisions.		
Judgment and Decision Making	Makes hasty decisions without complete information and input from others. Doesn't learn from past experience.	Sometimes will accept input from others but does not wait for all information to come in prior to making decisions.	Collects adequate information before making decisions. Does not delay important decisions nor allow pressure to cause hasty decisions. Seeks opinions of groups and individuals with expertise in areas being discussed.	Seeks and procures complete information before making decisions, however is decisive when time is a factor.		
Public Relations	Communication is not thorough or clear. Hesitates to address the public or be interviewed by media. Not able to maintain composure when dealing with stressful situations.	Communication is clear, but not always complete. Struggles to maintain composure in times of stress. Needs prompting to release public statements to local media.	Communication is clear and understood by the community. Community questions are addressed and follow up will be provided, as needed. Maintains composure while handling a variety of complex issues at a time. Releases public statements to local news media when appropriate.	Communication is always thorough and there are no further questions on the topics at hand. Speaks well in front of large and small groups. Expresses ideas in a logical and forthright manner. Welcomes questions and open discussion when presenting ideas. Well trusted by community members. Maintains composure while handling a variety of complex issues at a time. Maintains contact with local media.		
Professionalism	Speaks and acts without regard to the position and responsibilities of Superintendent of Schools.	Mindful of the basics of the position and responsibilities of the superintendent, however does not always speak, dress, or act appropriately.	Understands the position and responsibilities of superintendent and speaks, dresses, and acts accordingly. Engages in honest and ethical behavior.	Masters the position and responsibilities of superintendent and speaks, dresses, and acts accordingly. Consistently maintains a manner of ethical and honest behavior in all situations.		
Professional Development	Is not interested in	Needs prompting to participate	Participates in local conferences,	Reading, course work, conference attendance, work on professional		

	pursuing connections with professional groups, attending conferences, participating in statewide committees, or enrolling in coursework. Does not keep abreast of educational trends by reading.	in conferences, professional groups, statewide committees or form relationships with other superintendents. Sometimes is familiar with educational trends.	brings information to the board about board and district related information. Stays up to date on educational trends and shares this information with the appropriate administrators.	committees, visiting other districts and meeting with other superintendents. Is on the cutting edge of educational trends and is able to make thoughtful decisions about how and when to engage our schools.		
Category Rating (average ratings, not including the N/O)						

Additional Comments:

G. School System Results (Student Performance)

The superintendent's work is grounded in the work of teachers, principals, and other staff and administrators, and is directly linked to student performance data used in the evaluation of teachers and principals. The idea is to build a parallel and aligned system that links student performance targets, teacher performance targets, administrator performance targets, and ultimately, district performance targets.

Before linking student performance data to a superintendent's evaluation, the superintendent and RSU 22 Board will want to ensure the following S.M.A.R.T. conditions are in place:

1. Establish clear specific annual targets for student performance at the building level to be sure that everyone is focused on the same goals for student performance. Strategic three-five year goals set the district's direction for improving student performance, but building level annual targets, aligned to the district goals, provide measurable benchmarks for judging the district's staff and administration's progress toward those goals.
2. Identify multiple measures that will allow the district and schools to measure progress in meeting the student performance targets. While the state assessment can be one measure of progress, it is not sufficient to provide a full picture of students' progress. The superintendent can identify other measures that can round out the picture of student performance and complement information provided by state assessments.
3. Set achievable improvement targets as a way to measure progress toward the school system's long-term student performance goals. Making the targets achievable will provide motivation and encourage continuous adaptation to student needs. A good starting point might be one student performance improvement target that cuts across the school system and addresses a major improvement need for student outcomes, such as math fluency.
4. Establish base lines for marking progress toward student performance targets. Baselines give the school system and the individual schools a clear, relevant and realistic starting point for measuring progress. They can point to critical improvement needs for the general student population and/or sub groups who need special attention.
5. Finally, start small and build. Building a performance review (evaluation) system that accounts for timely student results each year will take time. There are many facets of performance review, and districts are wise to proceed with care and a commitment to grow into better ways to assess the work of teachers, administrators, and even the Board.

By linking the superintendent's student performance measures to those established for district goals, the RSU 22 Board and superintendent stay focused on the school system student performance priorities.

Superintendent Goals:

The following specific goals have been developed and agreed upon as indicators of RSU 22 School System results:

Goal 1: I will

Goal 2: I will

Goal 3: I will

Goal 4: I will

Board Member General Comments: