

PART A  
CENTRAL SCHOOL DISTRICT

EVALUATION OF SUPERINTENDENT OF SCHOOLS

Name of Superintendent: \_\_\_\_\_

Evaluation by: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

(Individual Board Member or Combined Board)

Procedure

The Superintendent's evaluation consists of three parts: (1) An assessment of progress towards goals and objectives mutually agreed to by the Superintendent and the Board of Education at the start of the evaluation period; (2) An assessment of the Superintendent's performance relative to other issues that may have emerged during the evaluation period; and (3) An assessment of the Superintendent's performance relative to position guide responsibilities. The Board and the Superintendent will agree to a schedule for the following steps to ensure that the evaluation is completed by the needed date:

1. The Superintendent will submit a written narrative of progress on annual goals and objectives to the Board. A list and/or brief description of any other items or issues relative to the position (items to be considered for Part 2 of the evaluation) will also be submitted. The Board may identify additional items or issues to be added to this list.
2. Board members will individually prepare a brief assessment of the Superintendent's progress towards fulfilling the Goals and Objectives, considering the information provided in the Superintendent's narrative. Board members will also briefly comment on the emergent items and issues that have been identified. Finally, Board members will evaluate the Superintendent's performance relative to position guide responsibilities using the attached Table. When preparing comments, Board members should focus on identifying areas of strength, areas where performance could be improved, and perceived trends in performance. All comments should be given in the spirit of assisting the Superintendent to achieve and maintain superior performance.
3. The Board will meet in Executive Session (Superintendent not present) to draft a combined written evaluation based on the individual comments. Arrangements will be made for a final written evaluation to be prepared reflecting the consensus of the Board.
4. The Board will meet in Executive Session (Superintendent not present) to review and concur with the final written evaluation.
5. The Board will meet with the Superintendent in Executive Session to discuss the evaluation.

## PERFORMANCE RELATIVE TO SUPERINTENDENT'S POSITION GUIDE

<u>Educational Mission</u>	Assessment of Strengths	Areas for Improvement	Trends
<p>The degree to which the Supt. demonstrates commitment to an educational mission that is consistent with the vision set forth in district goals</p> <p>The degree to which the educational program reflects sound research and practice</p> <p>The promptness and effectiveness with which the district implements educational invention and innovation</p> <p>The extent to which effective relationships are developed with institutions of higher learning, and with state and federal education departments</p>			
<p><u>Interaction with the Board of Education</u></p> <p>The degree to which the Supt. demonstrates alignment with the goals, priorities, and direction established by the BOE</p> <p>The extent to which the educational progress, problems and needs of the district are clearly defined, and leadership is demonstrated when commending BOE actions in response</p> <p>The extent to which key decisions reflect the development of consensus between the Supt. and the BOE</p>			
<p><u>Management of District Personnel</u></p> <p>The degree to which leadership skills and other talents of staff members are identified and developed, and applied to the educational program</p> <p>The demonstration of ability to identify talented candidates for district employment and deploy district personnel to positions of maximum effectiveness</p> <p>The extent to which team building is pursued</p> <p>The extent to which staff evaluation and retention practices are effective</p>			

	Assessment of Strengths	Areas for Improvement	Trends
<p><b>4. Administration of District Resources</b></p> <ul style="list-style-type: none"> <li>-The extent to which reasonable and mutually satisfactory contractual agreements are reached with the staff</li> <li>-The degree to which prudence characterizes management of personnel, plant, and preparation and administration of the budget</li> <li>-The degree to which planning for future needs is evident</li> </ul>			
<p><b>5. Communication and Community Relations</b></p> <ul style="list-style-type: none"> <li>-The degree of effectiveness when writing and when speaking to or working with groups</li> <li>-The extent to which public education programs succeed in acquainting the public with the policies, plans and practices of the district</li> <li>-The degree to which effective working relationships are established with municipal government agencies</li> <li>-The success with which the educational aspirations of the community are assessed and broadened</li> </ul>			
<p><b>6. Department</b></p> <ul style="list-style-type: none"> <li>-The extent to which ethical and professional conduct is shown in all contacts with the BOE, staff and community</li> <li>-The degree to which originality and vigor characterize the Superintendent's approach to district problems</li> <li>-The honesty, sincerity and effectiveness with which the bylaws of the BOE are administered and regard for applicable state and federal laws is maintained</li> <li>-The degree to which commitment to the district and involvement in district and community life are demonstrated</li> <li>-The degree to which a sense of closure is demonstrated by pursuing program thrusts and problem resolutions to full completion</li> </ul>			