# SUPERINTENDENT EVALUATION FORM

This sample superintendent evaluation form focuses on superintendent performance using board expectations along with progress toward achieving district goals and superintendent performance objectives (per the superintendent contract).  The categories under Part One are derived from the Interstate School Leaders Licensure Consortium (ISLLC) Standards (now called Educational Leadership Policy Standards).

Part One (with a rated assessment) may entail the inclusion of a professionally accepted leadership standard or an adaptation of adopted job description components.

Part Two (with a rated assessment) may include adopted district goals and superintendent objectives (contractual performance expectations) that have already been mutually agreed upon by the school board and Superintendent.

Part Three (with a narrative assessment of superintendent performance) weighs formal board expectations and the level of progress achieving all district goals as well as all superintendent performance objectives (per the superintendent contract).

**SCHOOL DISTRICT NAME**
**SUPERINTENDENT EVALUATION FORM**
**DATE**

**Superintendent's Name:** _____

**Board Member's Name:** _____ **Evaluation Date:** _____

Directions:  Please complete this evaluation form and return it to the board President from compilation by _____.  Using your judgment as to the superintendent's performance, which number most closely corresponds to your rating.

**Rating Scale:**              **Description:**
4. Superior                 Far exceeds Board expectations
3. Excellent                Exceeds Board expectations
2. Satisfactory             Meets Board expectations
1. Unsatisfactory           Does not meet Board expectations

## PART ONE:  Board of Education Expectations for the Superintendent

**Leadership Standards**: *The Superintendent*

***Facilitating Development of a Shared Vision for Learning***
1. Collect and use data to identify goals, assess organizational effectiveness,
    and promote organizational learning                                    4  3  2  1
2. Monitor and evaluate progress and revise plans                          4  3  2  1
3. Etc.                                                                     4  3  2  1

***Creating a Positive Culture and Instructional Program***
4. Supervise instruction                                                   4  3  2  1
5. Monitor and evaluate the impact of instructional programs               4  3  2  1
6. Etc.                                                                     4  3  2  1

***Organizational, Operational and Resource Management***
7. Monitors …                                                              4  3  2  1
8. Develops …                                                              4  3  2  1
9. Etc.                                                                     4  3  2  1

***Community and Staff Collaboration***
10. Ensures …                                                              4  3  2  1

***Etc.***

## PART TWO:  District Goals and Superintendent's Objectives

***District Goal #1:  Enhance the relationships, partnerships and communication among the community and school district.***

*The Superintendent will*
10. Provide district leadership in the XYZ District Foundation project.     4  3  2  1
11. Etc.                                                                    4  3  2  1

***District Goal #2:  Recruit, retain and support quality staff.***

*The Superintendent will*
12. Attend training for central office and building administrator interviewing     4  3  2  1
13. Etc.                                                                    4  3  2  1

*District Goal #3:  Etc.*

## PART THREE:  Comments

*Comments on Expectations for the Superintendent:*

*Comments on District Goals and Objectives for the Superintendent:*

# SUPERINTENDENT EVALUATION FORM

Part One of this superintendent evaluation form focuses on the level of progress a superintendent achieves with adopted district goals (i.e., goals set by the school board). In order for the board to assess performance, a superintendent should be required to present a progress report on each goal.

Part Two focuses on a superintendent's leadership skills with day-to-day operations of the district. Part Two could be expanded to include other expectations of the superintendent in addition to the exhibition of specific and professionally-credible leadership skills.

**SCHOOL DISTRICT NAME**
**SAMPLE SUPERINTENDENT EVALUATION FORM**
**DATE**

Review Period from _____ to _____

Date of Review _____

**PART ONE:** Directions: Review goals and assess performance. Decide whether the performance is below expectations, meets expectations or exceeds expectations. Use the comments section to support your response.

### *GROWTH*

**Goal #1: To successfully open a middle school and advance the development of the middle school philosophy.**

The superintendent's performance is:

_____ Below expectations          _____ Meets Expectations          _____ Exceeds Expectations

Areas of Commendation:

_____
_____
_____
_____

Areas for Growth:

_____
_____
_____
_____

*Goal #2:* **Insert Board Goal**

The superintendent's performance is:

_____ Below expectations          _____ Meets Expectations          _____ Exceeds Expectations

Areas of Commendation:

_____
_____
_____
_____

Areas for Growth:

_____
_____
_____
_____

### *RETENTION AND DEVELOPMENT OF STAFF*

**Goal #3:  Recommend the employment of the best possible candidates.**

The superintendent's performance is:

\_\_\_\_\_ Below expectations          \_\_\_\_\_ Meets Expectations          \_\_\_\_\_Exceeds Expectations

Areas of Commendation:

Areas for Growth:

### *Goal #4:*  **Insert Board Goal**

The superintendent's performance is:

\_\_\_\_\_ Below expectations          \_\_\_\_\_ Meets Expectations          \_\_\_\_\_Exceeds Expectations

Areas of Commendation:

Areas for Growth:

### *FISCAL HEALTH*

**Goal #5:  Maintain a balanced budget.**

The superintendent's performance is:

\_\_\_\_\_ Below expectations          \_\_\_\_\_ Meets Expectations          \_\_\_\_\_Exceeds Expectations

Areas of Commendation:

Areas for Growth:

**PART TWO:  Leadership/Day-to-Day Operations**

Directions:  Please assess the leadership skills/day-to-day operations of our superintendent for the current *(insert year)* school year.  Suggested areas of focus for your consideration and response are the following, but please remember you are not limited in your response to these items:

- Setting a positive atmosphere for the school district
- Communicating the district's vision
- Management skills – planning, organization, follow-through, etc.
- Add additional areas of focus (as needed)
- Add additional areas of focus (as needed)

Directions:  Please suggest areas of focus, growth or improvement for the upcoming (*insert year*) school year in areas of Leadership/Day-to-Day Operations

Superintendent_____        Board President _____

# SUPERINTENDENT EVALUATION FORM

This sample superintendent evaluation template focuses on the following:
- Superintendent performance related to board expectations
- Superintendent performance related to district goals
- Superintendent performance related to professional goals
- Expectations contained within the superintendent job description

The categories described in Area A are taken from the American Association of School Administrators (AASA) Professional Standards for the Superintendency. The content within Area A lists the standards and expounds on the indicators that the school board will use to assess the performance of the superintendent.

Although AASA professional standard categories are provided, each school board—in conjunction with its superintendent—will need to develop specific expectations and indicators of success under each category.

**Unified CUSD #123 Superintendent Evaluation Form**

Superintendent's Name: _____

School Board Member Name: _____

Evaluation Date: _____

*Directions: Please complete this evaluation form and return it to the board president for compilation.*
Using your option as to the Superintendent's level of performance on these following items, circle the number which most closely corresponds to your rating.

| 4 = Far Exceeds Board Expectations |
| 3 = Exceeds Board Expectations |
| 2 = Meets Board Expectations |
| 1 = Does not Meet Board Expectations |

**Area A: Board of Education Expectation for Superintendent Performance Responsibilities**

| The Superintendent will: | Scale: | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|

**Leadership and District Culture**

| | | | | |
|---|---|---|---|---|
| 1. *Insert specific expectation and indicators here* | 4 | 3 | 2 | 1 |
| 2. | 4 | 3 | 2 | 1 |
| 3. | 4 | 3 | 2 | 1 |

**Policy and Governance**

| | | | | |
|---|---|---|---|---|
| 4. | 4 | 3 | 2 | 1 |
| 5. | 4 | 3 | 2 | 1 |
| 6. | 4 | 3 | 2 | 1 |
| 7. | 4 | 3 | 2 | 1 |
| 8. | 4 | 3 | 2 | 1 |
| 9. | 4 | 3 | 2 | 1 |

**Communication and Community Relations**

| | | | | |
|---|---|---|---|---|
| 10. | 4 | 3 | 2 | 1 |
| 11. | 4 | 3 | 2 | 1 |
| 12. | 4 | 3 | 2 | 1 |

**Organizational Management**

| | | | | |
|---|---|---|---|---|
| 13. | 4 | 3 | 2 | 1 |
| 14. | 4 | 3 | 2 | 1 |
| 15. | 4 | 3 | 2 | 1 |

**Curriculum Planning and Development**

| | | | | |
|---|---|---|---|---|
| 16. | 4 | 3 | 2 | 1 |
| 17. | 4 | 3 | 2 | 1 |
| 18. | 4 | 3 | 2 | 1 |

**Instructional Leadership**

| | | | | |
|---|---|---|---|---|
| 19. | 4 | 3 | 2 | 1 |
| 20. | 4 | 3 | 2 | 1 |
| 21. | 4 | 3 | 2 | 1 |

**Human Resources Leadership**

| | | | | |
|---|---|---|---|---|
| 22. | 4 | 3 | 2 | 1 |
| 23. | 4 | 3 | 2 | 1 |
| 24. | 4 | 3 | 2 | 1 |

**Values and Ethics of Leadership**

| | | | | |
|---|---|---|---|---|
| 25. | 4 | 3 | 2 | 1 |
| 26. | 4 | 3 | 2 | 1 |
| 27. | 4 | 3 | 2 | 1 |

Comments on expectations for the Superintendent:

**Area B: District Goals guiding Superintendent Goals**

| The Superintendent will: | Scale: | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| 28.  Insert Superintendent goals that coincide with district goals here | 4 | 3 | 2 | 1 |
| 29. | 4 | 3 | 2 | 1 |
| 30. | 4 | 3 | 2 | 1 |
| 31. | 4 | 3 | 2 | 1 |
| 32. | 4 | 3 | 2 | 1 |
| 33. | 4 | 3 | 2 | 1 |
| 34. | 4 | 3 | 2 | 1 |
| 35. | 4 | 3 | 2 | 1 |
| 36. | 4 | 3 | 2 | 1 |
| 37. | 4 | 3 | 2 | 1 |
| 38. | 4 | 3 | 2 | 1 |
| 39. | 4 | 3 | 2 | 1 |
| 40. | 4 | 3 | 2 | 1 |

**Insert Professional Goals:**

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| 41. | 4 | 3 | 2 | 1 |
| 42. | 4 | 3 | 2 | 1 |
| 43. | 4 | 3 | 2 | 1 |

Comments on district and superintendent goals:

**Area C: Superintendent Job Description**

| The Superintendent will: | Scale: | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|

| | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| *44.  Insert job description headings or items here* | 4 | 3 | 2 | 1 |
| *45.* | 4 | 3 | 2 | 1 |
| *46.* | 4 | 3 | 2 | 1 |
| *47.* | 4 | 3 | 2 | 1 |
| *48.* | 4 | 3 | 2 | 1 |
| *49.* | 4 | 3 | 2 | 1 |
| *50.* | 4 | 3 | 2 | 1 |

**Area D: Performance Measures from the Superintendent Contract**

| The Superintendent will: | Accomplished | Not Accomplished |
|---|---|---|
| 51. | | |
| 52. | | |
| 53. | | |
| 54. | | |
| 55. | | |
| *Insert performance measures here:* | | |

# SUPERINTENDENT EVALUATION FORM

This evaluation template is comprised of three parts:

- Part 1   District Goals
- Part 2   Superintendent Job Description
- Part 3   Performance Standards based upon American Association of School Administrators Performance Standards (Note:  Alternatively, the district may want to consider the Education Leadership Policy Standards [previously named the Interstate School Leaders Licensure Consortium (ISLLC)] or create its own performance standards.)

A school board may opt to include all three parts, or may prefer to use only one or two parts.

The Summary Report section may prove helpful in summarizing a board's responses (and providing points of emphasis) for the summative evaluation meeting between a board and its Superintendent.

**School District Name**
**Superintendent Evaluation Form**
**Date**

Assessment Key:      0      unacceptable
                     1      needs improvement
                     2      satisfactory
                     3      very good
                     4      outstanding

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**PART 1 — DISTRICT GOALS and/or**
**          Superintendent Performance Contract Goals**

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Assuming your Board has adopted (perhaps with broader stakeholder involvement) long and/or short range goals for district direction & improvement, list the top three or four goals.  If your Superintendent has a multi-year performance based contract, you will want to consider the relationship between the district goals and the contract goals.  Decide which goals to use here.  In preparation for the evaluation, ask the Superintendent to prepare a written report regarding the accomplishment of each goal.

**Performance Indicators:** (circle one rating only for each indicator)

**0   1   2   3   4**      G.1   *[Insert goal statement here]*
*comments:*

**0   1   2   3   4**      G.2   *[Insert goal statement here]*
*comments:*

**0   1   2   3   4**      G.3   *[Insert goal statement here]*

*comments:*

PART 2 — SUPERINTENDENT JOB DESCRIPTION

Attach a copy of the Superintendent's job description to this document. Each Board member should:

J.1 List the two items from the job description which you think the Superintendent does best:

J.2 List the two items from the job description which you think are hardest for the Superintendent:

J.3 List all items from the job description which you judge to be accomplished in an unsatisfactory manner:

PART 3. A CHECK LIST. ASSESSMENT AGAINST SUPERINTENDENT PERFORMANCE STANDARDS

*Source:* *Oregon School Board Association*

*This is a very extensive and comprehensive list. Some boards may want to abbreviate it to include those items judged most significant and relevant.*

**STANDARD #1 — LEADERSHIP AND DISTRICT CULTURE**
Executive leadership, vision, shaping school culture, empowering others, multi-cultural understanding.

**Performance Indicators:** (circle one rating only for each indicator)

**0 1 2 3 4** 1.1 Facilitate a community process to develop and implement a shared vision that focuses on teaching and learning

**0 1 2 3 4** 1.2 Promote academic rigor that focuses on learning and excellence for schools

**0 1 2 3 4** 1.3 Create and support a community of learners that empowers others to reach high levels of performance to achieve the school's vision

**0  1  2  3  4**      1.4    Model learning for staff and students

**0  1  2  3  4**      1.5    Promote understanding and celebrating school/community cultures

**0  1  2  3  4**      1.6    Promote and expect a school based climate of tolerance, acceptance and civility

**0  1  2  3  4**      1.7    Develop, implement, promote and monitor continuous improvement processes

**Comments:**

## STANDARD #2 — POLICY AND GOVERNANCE
Working with the board, formulating district policy, describing public school governance in a democratic society.

**Performance Indicators:** (circle one rating only for each indicator)

**0  1  2  3  4**      2.1    Understand and articulate the system of public school governance and differentiate between policy making and administrative roles

**0  1  2  3  4**      2.2    Establish procedures for superintendent/board interpersonal and working relationships

**0  1  2  3  4**      2.3    Promote shared decision making as pervasive throughout the system

**0  1  2  3  4**      2.4    Scan environment to create a data-based framework for policy development

**0  1  2  3  4**      2.5    Understand and interpret the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools

**0  1  2  3  4**      2.6    Work collaboratively with local governments, other colleagues, professional organizations, business and community groups in furthering educational goals

**0  1  2  3  4**      2.7    Use legal counsel in governance and procedures to avoid civil and criminal liabilities

**Comments:**

## STANDARD #3 — COMMUNICATIONS AND COMMUNITY RELATIONS
Articulating district vision and purpose, media relations, community feedback and building consensus for community support.

**Performance Indicators:** (circle one rating only for each indicator)

**0  1  2  3  4**      3.1    Clearly articulate district vision, mission, and priorities to community and media

**0  1  2  3  4**   3.2   Demonstrate understanding of political forces and skills to build coalitions for educational process

**0  1  2  3  4**   3.3   Develop formal and informal techniques to gain external perceptions of district

**0  1  2  3  4**   3.4   Demonstrate effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments)

**0  1  2  3  4**   3.5   Promote involvement of all stakeholders to fully participate in the process of schooling

**0  1  2  3  4**   3.6   Demonstrate mediation and conflict resolution skills

**0  1  2  3  4**   3.7   Establish effective school/community relations, school/business partnerships and public service

**0  1  2  3  4**   3.8   Understand the role of media in shaping and forming opinions as well as how to work with the media

**0  1  2  3  4**   3.9   Develop and carry out internal and external communication plans

**Comments:**


**STANDARD #4 — ORGANIZATIONAL MANAGEMENT**
Gathering, analyzing and using data for decision making, framing and solving problems and quality management.

**Performance Indicators:** (circle one rating only for each indicator)

**0  1  2  3  4**   4.1   Frame, analyze and resolve problems using effective problem solving techniques and decision making skills

**0  1  2  3  4**   4.2   Exhibit sound organizational and personal planning and time management skills including appropriate delegation of responsibilities

**0  1  2  3  4**   4.3   Acquire, allocate and manage all resources to ensure successful student learning

**0  1  2  3  4**   4.4   Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring

**0  1  2  3  4**   4.5   Articulate budget complexities to public in respectful, understandable manner

**0  1  2  3  4**   4.6   Demonstrate the ability to use technology to enhance administering business, student and other information and support systems

**0  1  2  3  4**   4.7   Develop and monitor long range plans for school and district technology and information systems making informed decisions about computer hardware and software and staff development and training needs

**0  1  2  3  4**     4.8    Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs, including bond issues

**0  1  2  3  4**     4.9    Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

**Comments:**

**STANDARD #5 — CURRICULUM PLANNING AND DEVELOPMENT**
Designing curriculum and strategic planning to enhance teaching and learning, using theories of cognitive development, using valid assessments and use of technology.

**Performance Indicators:** (circle one rating only for each indicator)

**0  1  2  3  4**   5.1   Develop core curriculum design and delivery system based on content and assessment standards and best practices

**0  1  2  3  4**   5.2   Establish curriculum planning to anticipate occupational trends and school-to-career needs

**0  1  2  3  4**   5.3   Use child development and learning theories and the process to create developmentally appropriate curriculum and instruction

**0  1  2  3  4**   5.4   Include the use of computers, the Internet, networking, distance learning and other technologies in educational programming

**0  1  2  3  4**   5.5   Assess student progress using a variety of appropriate techniques

**0  1  2  3  4**   5.6   Involve faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment

**Comments:**

**STANDARD #6 — INSTRUCTIONAL LEADERSHIP**
Knowledge and use of research findings on learning and instructional strategies and resources to maximize student achievement.  Applying research and best practice.

**Performance Indicators:** (circle one rating only for each indicator)

**0  1  2  3  4**   6.1   Collaboratively develop, implement and monitor change process to improve student and adult learning

**0  1  2  3  4**   6.2   Implement appropriate safety and security practices in schools

**0  1  2  3  4**   6.3   Formulate plan to assess appropriate teaching methods, classroom management and strategies for all learners

**0  1  2  3  4**   6.4   Analyze available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes

**0  1  2  3  4**   6.5   Establish instructional strategies that include cultural diversity and differences in learning styles

**0  1  2  3  4**   6.6   Apply effective methods of providing, monitoring, evaluating and reporting student achievement and using good research and assessments to improve the learning process

6

**0  1  2  3  4**    6.7    Encourage various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes

**Comments:**

## STANDARD #7 — HUMAN RESOURCES LEADERSHIP
Skill in developing staff evaluation and assessment and supervisory system to improve performance. Describing and applying legal requirements for selection, development, retention and dismissal.

**Performance Indicators:** (circle one rating only for each indicator)

**0  1  2  3  4**    7.1    Work with faculty and other stakeholders to identify system and staff needs and organize, facilitate and evaluate effective professional development focusing on integrating district and school priorities, improving student learning and applying effective adult learning strategies

**0  1  2  3  4**    7.2    Demonstrate use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development

**0  1  2  3  4**    7.3    Diagnose and improve organizational morale

**0  1  2  3  4**    7.4    Identify and apply appropriate polices, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity

**0  1  2  3  4**    7.5    Assess individual and institutional sources of stress and develop methods for reducing stress

**0  1  2  3  4**    7.6    Establish pupil personnel practices and procedures including effective student information systems

**Comments:**

## STANDARD #8 — VALUES AND ETHICS OF LEADERSHIP
Understanding and modeling appropriate value systems, ethics and moral leadership. Exhibiting multi-cultural understanding coordinating social agencies and human services to help each student grow as a caring, informed citizen.

**Performance Indicators:** (circle one rating only for each indicator)

**0  1  2  3  4**    8.1    Exhibit multi-cultural and ethnic understanding and sensitivity

**0  1  2  3  4**    8.2    Describe role of schooling in a democratic society

**0  1  2  3  4**    8.3    Manifest a professional code of ethics and demonstrate personal integrity

**0  1  2  3  4**    8.4    Model accepted moral and ethical standards in all interactions

**0  1  2  3  4**   8.5 Explore and develop ways to find common ground in dealing with difficult and divisive issues

**0  1  2  3  4**   8.6 Promote the value that morale and ethical practices are established and practiced in every classroom, every school, and throughout the district

**Comments:**

## STANDARD #9 — LABOR RELATIONS

Understanding collective bargaining law and processes, contract management and effective relationships with bargaining groups.

**Performance Indicators:** (circle one rating only for each indicator)

**0  1  2  3  4**   9.1 Develop bargaining strategies based upon collective bargaining laws and processes

**0  1  2  3  4**   9.2 Identify contract language issues and propose modifications

**0  1  2  3  4**   9.3 Participate in the collective bargaining processes as determined by the board

**0  1  2  3  4**   9.4 Establish productive relationships with bargaining groups while managing contracts effectively

**Comments:**

**SUMMARY REPORT**
**SUPERINTENDENT EVALUATION**
*insert district name*
*insert date*

## PART 1 — DISTRICT GOALS

**Summary Rating — Goal #1:**
(number of board members marking each rating)

**4**     **Outstanding**        _____

**3**     **Very Good**        _____

**2**     **Satisfactory**        _____

**1**     **Needs Improvement**        _____

**0**     **Unacceptable**        _____

**Comments:**

**Summary Rating — Goal #2:**
(number of board members marking each rating)

**4**     **Outstanding**        _____

**3**     **Very Good**        _____

**2**     **Satisfactory**        _____

**1**     **Needs Improvement**        _____

**0**     **Unacceptable**        _____

**Comments:**

**Summary Rating — Goal #3:**
(number of board members marking each rating)

**4**     **Outstanding**        _____

**3**     **Very Good**        _____

**2**     **Satisfactory**        _____

**1**     **Needs Improvement**        _____

0       **Unacceptable**                                    _____

**Comments:**

---

## PART 2 — Superintendent Job Description

J.1     Items from the job description which Board members think the Superintendent does best:

J.2     Items from the job description which Board members think are hardest for the Superintendent:

J.3     Items from the job description which Board members judge unsatisfactory:

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## PART 3.  ASSESSMENT AGAINST AASA DEVELOPED SUPERINTENDENT PERFORMANCE STANDARDS

**Summary Rating — Standard #1.  LEADERSHIP AND DISTRICT CULTURE**
<div style="text-align:center">(number of board members marking each rating)</div>

4       Outstanding                                         _____

3       Very Good                                           _____

2       Satisfactory                                        _____

1       Needs Improvement                                   _____

0       Unacceptable                                        _____

Comments:

**Summary Rating — Standard #2.  POLICY & GOVERNANCE**

(number of board members marking each rating)

| | | |
|---|---|---|
| 4 | Outstanding | _____ |
| 3 | Very Good | _____ |
| 2 | Satisfactory | _____ |
| 1 | Needs Improvement | _____ |
| 0 | Unacceptable | _____ |

Comments:

## Summary Rating — Standard #3.  COMMUNICATIONS & COMMUNITY RELATIONS

(number of board members marking each rating)

| | | |
|---|---|---|
| 4 | Outstanding | _____ |
| 3 | Very Good | _____ |
| 2 | Satisfactory | _____ |
| 1 | Needs Improvement | _____ |
| 0 | Unacceptable | _____ |

Comments:

## Summary Rating — Standard #4.  ORGANIZATIONAL MANAGEMENT

(number of board members marking each rating)

| | | |
|---|---|---|
| 4 | Outstanding | _____ |
| 3 | Very Good | _____ |
| 2 | Satisfactory | _____ |
| 1 | Needs Improvement | _____ |
| 0 | Unacceptable | _____ |

Comments:

**Summary Rating — Standard #5.  CURRICULUM PLANNING & DEVELOPMENT**

(number of board members marking each rating)

| | | |
|---|---|---|
| 4 | Outstanding | _____ |
| 3 | Very Good | _____ |
| 2 | Satisfactory | _____ |
| 1 | Needs Improvement | _____ |
| 0 | Unacceptable | _____ |

Comments:


**Summary Rating — Standard #6.  INSTRUCTIONAL LEADERSHIP**

(number of board members marking each rating)

| | | |
|---|---|---|
| 4 | Outstanding | _____ |
| 3 | Very Good | _____ |
| 2 | Satisfactory | _____ |
| 1 | Needs Improvement | _____ |
| 0 | Unacceptable | _____ |

Comments:


**Summary Rating — Standard #7.  HUMAN RESOURCES LEADERSHIP**

(number of board members marking each rating)

| | | |
|---|---|---|
| 4 | Outstanding | _____ |
| 3 | Very Good | _____ |
| 2 | Satisfactory | _____ |
| 1 | Needs Improvement | _____ |
| 0 | Unacceptable | _____ |

Comments:


**Summary Rating — Standard #8.  VALUES & ETHICS OF LEADERSHIP**

(number of board members marking each rating)

| | | |
|---|---|---|
| 4 | Outstanding | _____ |
| 3 | Very Good | _____ |
| 2 | Satisfactory | _____ |
| 1 | Needs Improvement | _____ |
| 0 | Unacceptable | _____ |

Comments:


**Summary Rating — Standard #9.  LABOR RELATIONS**

(number of board members marking each rating)

| | | |
|---|---|---|
| 4 | Outstanding | _____ |
| 3 | Very Good | _____ |
| 2 | Satisfactory | _____ |
| 1 | Needs Improvement | _____ |
| 0 | Unacceptable | _____ |

Comments:


**SUMMARY BOARD RECOMMENDATIONS:**


_____          _____
Board President                          date          Superintendent                          date

# SUPERINTENDENT EVALUATION FORM

This superintendent evaluation template focuses on the superintendent's rate of progress in achieving adopted district goals. A governance team (i.e., a school board and superintendent team) should determine the appropriate focus area (e.g., Student Learning--as noted within the template).

The board and superintendent should agree in advance on indicators and measures of success. The superintendent must provide a progress report demonstrating completion or progress toward achieving each district goal prior to a school board completing the summative evaluation instrument. Note: It is not intended that evidence fit in the "small box" provided within the template section. The box is used to note the area where all evidence should be located.

A board has the option of adding expectations of the superintendent, which might not be reflected in district goals—providing the addition(s) are mutually agreed upon.

This particular template tends to be better suited for a governance team with well-established district goals and an experienced superintendent.

**School District Name**
**Superintendent Evaluation**
**Date**

Directions: Each question requires a comment to explain any "No" answers.

## Student Learning

❑ ❑
YES NO

1.  Are students learning, growing and improving in
    student achievement?

| Evidence provided by the superintendent: |
| --- |
| Comments from Board Members: |

## STAFF Learning

❑ ❑
YES NO

2.  Are the staff learning, growing and improving in their ability
    to help students learn?

| Evidence provided by the superintendent: |
| --- |
| Comments from Board Members: |

# Financial Health

❏    ❏
3. Are the district's finances managed in a manner that balance revenues    YES   NO
and expenditures?

Evidence provided by the superintendent:

Comments from Board Members:

❏    ❏
4. Are the district's resources used effectively to enhance student    YES   NO
learning?

Evidence provided by the superintendent:

Comments from Board Members:

# Curriculum and Instruction

5.  Are the curricular offerings appropriate for 21st century skill and disposition development and growth?

❏ YES ❏ NO

| Evidence provided by the superintendent: |
| :-- |
| |

| Comments from Board Members: |
| :-- |
| |

6.  Is instruction for these 21st century skills and dispositions effective to produce student learning?

❏ YES ❏ NO

| Evidence provided by the superintendent: |
| :-- |
| |

| Comments from Board Members: |
| :-- |
| |

## Facilities

7.  Are the facilities kept in excellent repair and working order?

❏  ❏
YES  NO

Evidence provided by the superintendent:

Comments from Board Members:

❏  ❏
YES  NO

8.  Do the facilities add quality to the community?

Evidence provided by the superintendent:

Comments from Board Members:

# Communication and Image

9. Does the community believe that the schools and school district add value to the community?

❏ ❏
YES NO

Evidence provided by the superintendent:

Comments from Board Members:

10. Does the superintendent represent the school district in a positive manner to the school community and the public?

❏ ❏
YES NO

Evidence provided by the superintendent

Comments from Board Members:

# Messages from Board Members:

1.  Accolades for the superintendent:

2.  Suggestions for the superintendent:

Rating of the Superintendent:

| | | |
|---|---|---|
| 1. | Excellent | ❑ |
| 2. | Very Good | ❑ |
| *3. | Acceptable | ❑ |
| *4. | Needs improvement | ❑ |

* Require specific explanation to help the superintendent understand why you marked this box
    — and what he/she needs to do to improve.

# SUPERINTENDENT EVALUATION FORM

This evaluation instrument template focuses on superintendent performance involving expectations set by a school board. The six categories derive from the former Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards are now called the Professional Standards for Educational Leaders (PSEL) and the content is similar but not identical to the ISLLC Standards. Each governance team should decide if the ISLLC or the PSEL standards best meet its aims. Also, each district should develop its own expectations of the superintendent, with each aligned to the focal leadership standard of each instrument section (e.g., Vision, Instruction, Organization & Facilities—as noted within the template).

The superintendent and board will need to agree on what evidence will be provided.

**SCHOOL DISTRICT**
**SUPERINTENDENT EVALUATION**
**DATE**

**I:** **Vision.** Facilitate the articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

*The superintendent will:*

- Promote high academic standards for <u>all.</u>
- Implement the goals of the board of education.
- Lead the staff and students in the use of technology.
- Provide educational leadership in the community.
- Act as the spokesperson of the district.
- Monitor district performance and report to the board of education.
- Suggest district improvement ideas to the board of education.

*Evidence to support board expectations:*

- _____

- _____

- _____

- _____

- _____

---

**Rating for Vision:**

____4  Excellent performance, exceeds expectations

____3  Satisfactory performance, meets expectations

____2  Needs improvement, performance is inconsistent

____1  Unsatisfactory performance, needs major improvement

Comments:_____

_____

_____

_____

**II.**     **Instruction.**   Advocate, nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

*The superintendent will:*

- Promote high academic standards.
- Provide instructional leadership.
- Promote a positive school environment for every student.
- Evaluate teachers per contract and support staff per board policy.
- Encourage staff to continue their education and professional development.
- Review curriculum and instructional practices.
- Promote learning for <u>all</u> students.

*Evidence to support board expectations:*

- _____

- _____

- _____

- _____

- _____

---

**Rating for Instruction:**

    ____4        Excellent performance, exceeds expectations

    ____3        Satisfactory performance, meets expectations

    ____2        Needs improvement, performance is inconsistent

    ____1        Unsatisfactory performance, needs major improvement

Comments:_____

_____

_____

_____

**III.** **Organization & Facilities.**  Ensure management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

*The superintendent will:*

- Maintain a safe school environment.
- Stay within the approved budget and report to the board of education to amend.
- Balance the needs of the district with the resources available.
- Keep the board of education informed of district financial status.
- Seek out opportunities to apply for grants.
- Evaluate facility issues and report needed improvements to the board.
- Operate the district in a prepared and organized manner.

*Evidence to support board expectations:*

- _____

- _____

- _____

- _____

- _____

**Rating for Organization & Facilities:**

____4      Excellent performance, exceeds expectations

____3      Satisfactory performance, meets expectations

____2      Needs improvement, performance is inconsistent

____1      Unsatisfactory performance, needs major improvement

Comments:_____

_____

_____

_____

**IV.** **Connecting with the Community.** Collaborate with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

*The superintendent will:*

- Oversee the school website and newsletter.
- Be visible at school activities.
- Provide a public relations role in the community
- Develop and maintain an approachable style.

*Evidence to support board expectations:*

- _____

- _____

- _____

- _____

- _____

---

**Rating for Connecting with the Community:**

____4       Excellent performance, exceeds expectations

____3       Satisfactory performance, meets expectations

____2       Needs improvement, performance is inconsistent

____1       Unsatisfactory performance, needs major improvement

Comments:_____

_____

_____

_____

**V.**   **Ethics.**   Act with integrity, fairness and in an ethical manner.

*The superintendent will:*

- Lead by example (ethical, trustworthy, professional).
- Be firm, fair and consistent.
- Follow board policy.
- Maintain transparent and honest relationship with the board of education.
- Communicate regularly with the board of education.

*Evidence to support board expectations:*

- _____
- _____
- _____
- _____
- _____

---

**Rating for Ethics:**

    ____4        Excellent performance, exceeds expectations

    ____3        Satisfactory performance, meets expectations

    ____2        Needs improvement, performance is inconsistent

    ____1        Unsatisfactory performance, needs major improvement

Comments:_____

_____

_____

_____

**VI.** **Social & Political Environments.** Understand, respond to, and influence political, social, economic, legal and cultural environments.

*The superintendent will:*

- Be aware of current legal and political issues.
- Inform the board of education of social and political issues that impact our district.
- Stay connected to professional organizations.
- Be prepared for the potential pitfalls of change initiatives.

*Evidence to support board expectations:*

- _____

- _____

- _____

- _____

- _____

---

**Rating for Social and Political Environments:**

____4        Excellent performance, exceeds expectations

____3        Satisfactory performance, meets expectations

____2        Needs improvement, performance is inconsistent

____1        Unsatisfactory performance, needs major improvement

Comments:_____

_____

_____

_____

**<u>Superintendent Evaluation – Summary</u>**

Standard 1 (Vision) rating                                        _____

Standard 2 (Instruction) rating                                   _____

Standard 3 (Organization & Facilities) rating                     _____

Standard 4 (Connecting with Community) rating                     _____

Standard 5 (Ethics) rating                                        _____

Standard 6 (Social & Political Environments) rating               _____

**4    Excellent performance, exceeds expectations**
**3    Satisfactory performance, meets expectations**
**2    Needs improvement, performance is inconsistent**
**1    Unsatisfactory performance, needs major improvement**

<u>Commendations:</u>

<u>Areas for Growth:</u>

Superintendent's Signature: _____Date:_____

Evaluation Period: _____

Board President's Signature: _____Date:_____