

AdministrationEvaluation Instrument of Superintendent**I. Purpose of the Evaluation:**

The Superintendent and the Board of Education recognize the need to review the Superintendent's performance annually. The review will consist of the completion of a written appraisal instrument and the discussion of this instrument with the Superintendent in executive session. The intent of the evaluation is to:

- A. Promote professional development/excellence and improve the performance of the Superintendent.
- B. Based on the evaluation instrument, arrive at certain conclusions as to the "effectiveness" of the Superintendent in achieving the objectives of the district.
- C. Communicate those conclusions to the Superintendent providing counsel and direction to him/her.
- D. Enhance the working relationship between the Board of Education and the Superintendent.
- E. Guide decisions relative to continued employment and compensation.

**II. Evaluation Plan**

The following are steps to be used to evaluate the Superintendent of Schools.

1. The evaluation criteria shall be in writing, clearly stated, and mutually agreed upon by the Board and the Superintendent. The criteria will be related to the job description, the Superintendent's goals, and the School District's goals.
2. Evaluation forms shall be given to Board Members in early November.
3. Each Board Member will have the opportunity to complete the instrument and submit to the President or bring to the meeting.
4. The Superintendent will submit a self evaluation to the Board.
5. The Board President will preside over discussions of the individual evaluations and work towards the development of a summary document. The summary document will reflect an average score on each duty and category as well as summary comments in each category reached by consensus.
6. The Board of Education shall meet with the Superintendent in December during executive session to discuss the summary evaluation document and modify as appropriate.
7. The Superintendent will be encouraged to respond in writing to the suggestions/concerns/directives that emerged through the process.

8. The Superintendent and the Board President will sign the confidential summary evaluation document as an indication that it has been reviewed. The original will be placed in the Superintendent's personnel file and a copy given to the Superintendent.
9. The Board and Superintendent will annually schedule a retreat to revise or create leadership goal(s)/action plan(s).

**ARLINGTON PUBLIC SCHOOLS  
BOARD OF EDUCATION  
EVALUATION OF THE SUPERINTENDENT**

Superintendent's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS:** This evaluation instrument is divided into seven categories. Each Board Member is asked to rate the Superintendent on the duties cited in each of the categories on a scale ranging from 1 to 5. The number 1 is the lowest possible score and indicates unsatisfactory performance. The number 5 indicates outstanding or highly commendable performance. A definition of each numerical rating is present as follows:

1. Unsatisfactory – Performance is clearly below the level of acceptability. The Superintendent has not kept pace with changing requirements of his/her position. Job performance is inconsistent or deteriorating.
2. Needs Improvement – Performance is below expected levels of the position.
3. Satisfactory – Performance meets expected standards and results are achieved. The required skills and knowledge are in evidence, and occasionally performance exceeds job requirements.
4. Above Average – Performance is consistently above established standards and job knowledge clearly exceeds requirements.
5. Outstanding – Outstanding performance which far exceeds standards.

**AREAS OF RESPONSIBILITY:**

**A. RELATIONSHIP WITH THE BOARD OF EDUCATION:**

- \_\_\_\_\_ 1. Provides regular updates regarding district matters.
- \_\_\_\_\_ 2. Provides adequate meeting materials and background information.
- \_\_\_\_\_ 3. Responds to board member questions thoroughly and shares information with the entire board in a timely manner.
- \_\_\_\_\_ 4. Invites Board participation in district activities.
- \_\_\_\_\_ 5. Assists in development, recommendation, and administration of policies.
- \_\_\_\_\_ 6. Encourages Board development.
- \_\_\_\_\_ 7. Works with the Board to establish goals and plans for the future.

- \_\_\_\_\_ 8. Openly accepts Board input and is responsive to Board directions.
- \_\_\_\_\_ 9. Implements meeting responsibilities by preparing the agenda, attending and participating at board meetings, serving as ex-officio member of all committees, and offering professional guidance, recommendations, or assistance.
- \_\_\_\_\_ 10. Works to engender a collaborative working relationship with the Board.

**Comments:**

**B. LEADERSHIP**

- \_\_\_\_\_ 1. Projects a strong leadership image. Provides leadership for the Board of Education for the purpose of implementing district vision, mission, and goals.
- \_\_\_\_\_ 2. Leads, guides, and directs administration, staff, and students.
- \_\_\_\_\_ 3. Demonstrates enthusiasm in carrying out job responsibilities.
- \_\_\_\_\_ 4. Keeps the focus on student learning.

**Comments:**

**C. BUSINESS AND FINANCIAL MANAGEMENT:**

- \_\_\_\_\_ 1. Seeks board input and recommends appropriate budgets to the Board.
- \_\_\_\_\_ 2. Administers the budget and keeps expenditures within overall prescribed limits.
- \_\_\_\_\_ 3. Ensures complete financial controls/audits.
- \_\_\_\_\_ 4. Controls expenditures of district funds by committing them only after approval by the Board of Education.
- \_\_\_\_\_ 5. Informs the Board on current or proposed funding issues.
- \_\_\_\_\_ 6. Regularly reports to the Board on district budget and finances.

**Comments:**

**D. EDUCATIONAL PROGRAM AND PLANNING:**

- \_\_\_\_\_ 1. Educates and advises the board regarding the educational programs and instructional practices used in the district.
- \_\_\_\_\_ 2. Demonstrates awareness and implements current research and best practices.
- \_\_\_\_\_ 3. Facilitates development and implementation of long- and short-term educational goals for the district.
- \_\_\_\_\_ 4. Ensures the district develops, maintains, and evaluates an effective curriculum that reflects the changing needs of students and society.
- \_\_\_\_\_ 5. Promotes staff growth to improve educational quality for all students.

**Comments:****E. PERSONNEL:**

- \_\_\_\_\_ 1. Demonstrates objectivity in personnel matters.
- \_\_\_\_\_ 2. Communicates effectively with staff regarding current and new trends in education, programs, procedures, and policies.
- \_\_\_\_\_ 3. Ensures evaluation of personnel will be consistent with policies and law.
- \_\_\_\_\_ 4. Shows concern for the welfare of staff.
- \_\_\_\_\_ 5. Delegates both responsibility and authority.
- \_\_\_\_\_ 6. Recruits competent staff.
- \_\_\_\_\_ 7. Promotes an environment that encourages continuous learning and improvement of all employees.
- \_\_\_\_\_ 8. Promotes sound collective bargaining relations.

**Comments:****F. COMMUNITY RELATIONS:**

- \_\_\_\_\_ 1. Projects a positive image of the school district.
- \_\_\_\_\_ 2. Maintains a cooperative relationship with media.
- \_\_\_\_\_ 3. Identifies all stakeholder groups and establishes open lines of communication with them.
- \_\_\_\_\_ 4. Encourages collaborative relationships with businesses, government, civic organizations, youth organizations, and other school districts.
- \_\_\_\_\_ 5. Exercises an open door policy and is receptive to feedback, input, and inquiry by community members.
- \_\_\_\_\_ 6. Prepares a quality annual report and shares it with the community.
- \_\_\_\_\_ 7. Maintains a presence in all buildings and at district activities.

**Comments:**

**G. PERSONAL TRAITS:**

- \_\_\_\_\_ 1. Elicits respect in the community, schools, and among peers.
- \_\_\_\_\_ 2. Accepts constructive criticism and responds appropriately.
- \_\_\_\_\_ 3. Writes and speaks clearly and effectively.
- \_\_\_\_\_ 4. Is assertive, but tactful.
- \_\_\_\_\_ 5. Maintains poise and composure in the face of crisis/criticism.
- \_\_\_\_\_ 6. Is business-like and professional in appearance.
- \_\_\_\_\_ 7. Projects a caring attitude.
- \_\_\_\_\_ 8. Displays a sense of humor.
- \_\_\_\_\_ 9. Demonstrates good listening skills.

**Comments:**

**H. LEADERSHIP GOALS/JOB TARGETS:**

**(This gets filled in from the goals or job targets that the board and superintendent established together following the last evaluation. Evaluate using MET or UNMET)**

The signatures below indicate that the results of this evaluation have been reviewed with the Superintendent in an executive session with the Board of Education, with the original placed in the Superintendent's Personnel File, and a copy given to the Superintendent.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board President's Signature

\_\_\_\_\_  
Date

Date of Adoption: May 12, 2014