

Evaluation of the Superintendent

Timeline: Superintendent Evaluation Process

Timeline	Action
August/September	<ol style="list-style-type: none">1. The superintendent and Board set goals and expectations for the upcoming year, and have a discussion of the status of the district.2. The superintendent and Board discuss changes necessary to the evaluation document to reflect the goals.
November/December	<ol style="list-style-type: none">3. The superintendent provides an interim report to the Board of progress on goals and expectations. Discussion may be held with the Board in executive session.
February	<ol style="list-style-type: none">4. The superintendent provides a self evaluation including professional goals to the Board, using the evaluation document as the basis of the report. May be in public or executive session.5. Board members may fill out evaluation forms as notes to help with the Board discussion. Board members meet in executive session without the superintendent (unless the superintendent specifically requests the meeting be held in public) to come to consensus on the evaluation.
Prior to March 15	<ol style="list-style-type: none">6. The Board meets with the superintendent in executive session (unless the superintendent chooses to have it in public) to review the Board's consensus evaluation and discuss the content with the superintendent.7. The Board votes to adopt the evaluation in public session. The evaluation document is placed in the superintendent's personnel file. The evaluation report or a summary of it may be made public as a method of communicating district progress.
Prior to April 1	<ol style="list-style-type: none">8. The Board votes to notify the superintendent of the intent to extend or nonextend the superintendent's contract.
April	<ol style="list-style-type: none">9. The Board and superintendent review the evaluation form, calendar and process used for the superintendent evaluation just completed. They discuss any changes they would like to make and then vote to adopt a new timeline/calendar, process and evaluation form.

Standard 1: Leadership

This standard focuses on the superintendent's performance in professional-educational leadership through empowering others, visioning, helping shape school culture and climate, and state wide and local intergovernmental involvement and advocacy.

Performance Indicators: (Do not rate individual indicators. These are listed to reflect expectations for evidence of meeting the standard.)

1. Promotes intergovernmental community and leadership with other districts and agencies in the county;
2. Demonstrates professional educational leadership throughout the district, keeping staff, community and Board informed;
3. Stays current on state and federal requirements and legislative issues;
4. Advocates appropriately for the district's concerns in Salem;
5. Effectively delegates decision making and empowers others;
6. Develops, implements, promotes and monitors continuous improvement processes including staff development district wide.

The superintendent's performance for this standard:

- | | |
|---|-------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Good |
| 3 | Excellent |
| 4 | Outstanding |

Comments:

Standard 2: Human Resources/Staff Management

This standard reflects skills developing and implementing a staff performance evaluation system. It requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators: (Do not rate individual indicators. These are listed to reflect expectations for evidence of meeting the standard.)

1. Demonstrates use of a planned program of staff evaluation and improvement which reflects appropriate policies, criteria and processes. Evaluation is appropriately used for staff development, retention, promotion and dismissal;
2. Attracts, develops and promotes quality candidates;
3. Develops strong staff morale as evidenced by:
 - a. Minimal grievances;
 - b. Low turnover;
 - c. Meaningful feedback from staff.

The superintendent's performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- 4 Outstanding

Comments:

Standard 3: Board Relations

This standard demonstrates skills in communicating with the Board, providing appropriate, timely information and education which supports good Board decisions, and developing a mutually supportive Board relationship.

Performance Indicators: (Do not rate individual indicators. These are listed to reflect expectations for evidence of meeting the standard.)

1. Provides regular updates to the Board between meetings;
2. Participates in nonmeeting social and school district activities with Board members in order to promote a positive working relationship;
3. Demonstrates a positive supportive working relationship with the Board;
4. Provides the Board with timely, thorough information and advice which supports the Boards work in making informed decisions.

The superintendent's performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- 4 Outstanding

Comments:

Goal Statement 1: Demonstrate good financial management of district resources this year, and plan for a balanced budget through the 2014 -2015 school year.

Performance Indicators: (Indicators of success)

1. Respond and adapt appropriately to changing targets of student numbers, state funding levels and other targets which affect district resources;
2. Utilize the budget for decision making throughout the year and for future planning;
3. Achieve an ending fund balance within 20% of the budgeted target;
4. Track and report to the Board and public state expectations of funding, enrollment and other relevant data;
5. Provide the financial impact of various cost saving scenarios.

The superintendent's performance rating: (circle one rating only for each goal)

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- 4 Outstanding

Comments:

Goal Statement 2: Meet or exceed state academic standards in all areas.

Performance Indicators: (Indicators of success)

1. Demonstrate academic improvement in every area of state reports;
2. Research value-added student achievement data reporting;
3. Demonstrate positive progress towards an aligned curriculum, scope and sequence, district wide;
4. Develop strategies which will allow every student to graduate.

The superintendent's performance rating: (circle one rating only for each goal)

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- 4 Outstanding

Comments:

Goal Statement 3: Enhance communications district wide.

Performance Indicators: (Indicators of success)

1. Develop and maintains timely positive channels of communication between the Board, community, staff and intergovernmental agencies;
2. Participate in public media appearances with the local radio and newspaper;
3. Demonstrate listening skills and provide opportunities for two-way communications with staff and community members;
4. Regularly attend building level special events, and spend time in classrooms and buildings during normal daily operation;
5. Utilize Web opportunities for communication with all district stakeholders;
6. Make Board information (i.e., agendas, minutes, records, supporting documents) as accessible and transparent as possible.

The superintendent's performance rating: (circle one rating only for each goal)

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- 4 Outstanding

Comments: