

# Superintendent Evaluation Procedure & Timeline

## Procedure:

1. Each member of the SRSB will complete the evaluation form and submit it to the SRSB Chairperson. The entire SRSB will then meet in non-public session, without the Superintendent, to reach a consensus from the individual evaluations submitted.
2. The SRSB, or appointed representatives, will meet with the Superintendent to discuss the evaluation
3. The Superintendent will receive a written copy of the evaluation, signed by the SRSB Chairperson
4. If individualized goals are set in a particular area, these goals will be included in the evaluation for the next evaluation cycle.

\*Only Board members who have served a minimum of one year will participate in the evaluation process.

## Timeline:

First meeting in March	.....	End of Term Board members submit individual evaluations to SRSB Chairperson
June 1	.....	Superintendent submits self-evaluation and any supporting documentation needed to appropriately inform the SRSB
July 1	.....	SRSB members prepare and submit individual evaluations to the SRSB Chairperson
2 <sup>nd</sup> Board Meeting in July	.....	SRSB meets in non-public session to begin finalizing evaluation. SRSB will schedule additional meetings as needed to finalize evaluation.
1 <sup>st</sup> Board Meeting in August	.....	SRSB (or appointed representatives) present final evaluation to Superintendent for discussion and review of any newly established goals.
August – July	.....	SRSB meets in non-public session bi-monthly for progress monitoring of goals and standards.

## **SUPERINTENDENT EVALUATION**

One of the annual responsibilities of the School Board is to provide an evaluation of the Superintendent's job performance. This provides the constructive feedback necessary to promote a productive and growth-oriented mindset. All individual evaluations are considered confidential.

This evaluation is based on the Superintendent's job description. In all ratings, care should be taken to think of specific examples that represent the score given. Open and honest feedback is imperative for a healthy Board/Superintendent relationship. The Superintendent will also complete this form as a self-evaluation.

1. "At Expectation" reflects performance which consistently meets the requirements of the position.
2. "Above Expectation" reflects demonstrated exceptional performance for the position. The tenure of the employee in the position should be considered when using this rating.
3. "Above Expectation" ratings in any area, or overall, must be supported with written documentation.
4. "Below Expectation" reflects unsatisfactory performance in the position. The tenure of the employee in this position should be considered.
5. "Below Expectation" ratings must be supported with written documentation.
6. The Overall Rating is based on the 13 competencies, which includes the summary rating for the objectives.

Each School Board member will provide a full evaluation form to the Superintendent along with an overall summary from the Board Chair.

NAME:

## SUPERINTENDENT EVALUATION FORM

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### COMPETENCIES

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#### STRATEGIC LEADERSHIP:

Above Expectation    At Expectation    Below Expectation    No Basis

- Readily assumes overall responsibility for projects and tasks (as well as for students and/or staff if appropriate).
- Sets challenging objectives for self and ensures that others set and achieve challenging objectives.
- Establishes priorities, schedules activities, and uses other human resources effectively to accomplish goals.
- Delegates authority and responsibility in accomplishing projects or assignments.
- Strives to build effective relationships between the community, elected officials, surrounding school districts, businesses and the district.
- Encourages the abilities and talents of the administrative staff in curriculum development, implementation, and evaluation.
- Creates a unified school system (not a system of individual schools) with shared vision and equitable practices.

Comments:

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#### SCHOOL BOARD RELATIONS:

Above Expectation    At Expectation    Below Expectation    No Basis

- Assist the Board in developing clear policies that meet federal and state requirements.
- Regularly attends Board meetings and participates in agenda preparation.
- Informs Board regularly about the business of the District.
- Alerts Board to critical issues and areas that may have an impact on the District in a timely manner.
- Provides the Board with reports and information that enable the Board to understand District operations.
- Offers professional advice to the Board on items requiring Board action, based on thorough study and analysis of the situation.
- Meets deadlines and follows up on commitments and assignments.
- Maintains a positive working relationship with the Board.
- Utilizes the strengths of Board Members in the decision-making process.

Comments:

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**DECISION MAKING:**

Above Expectation  At Expectation  Below Expectation  No Basis

- Shows a willingness to make decisions, render judgments, take action, and commit self and others in a timely manner.
- Demonstrates assertiveness and confidence when a decision is made.
- Makes high quality decisions which reflect appropriate action based upon circumstances and data available and which are in keeping with the philosophy, goals, objectives, and policies of the district when applicable.

Comments:

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**FUTURE PLANNING:**

Above Expectation  At Expectation  Below Expectation  No Basis

- Develops programs and procedures to meet annual as well as long-term goals.
- Uses District performance data systemically in developing recommendations and making decisions on instructional and support programs.
- Actively works on five-year strategic plan and District goal-setting.

Comments:

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**VALUES AND ETHICS OF LEADERSHIP**

Above Expectation  At Expectation  Below Expectation  No Basis

- Creates a work climate which reflects trust, openness, and good relations among personnel.
- Emphasizes fairness in dealing with personnel.
- Is aware of his/her behavior and decisions on other people.
- Considers the position, feelings, and perspectives of others when planning, organizing, and making decisions.
- Tailors style of interaction to fit the situation or audience.
- Is tactful in oral and written responses to others.
- Resolves concerns and problems in an appropriate manner; respects and maintains confidentiality and assumes responsibility for personal actions and those of subordinates.

Comments:

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**TEAMWORK/INTERPERSONAL RELATIONSHIPS:**

**Above Expectation**    **At Expectation**    **Below Expectation**    **No Basis**

- Stimulates others to interact, work together, resolve conflicts, and encourages others to reach mutual agreement.
- Works as part of the team with district and school staffs.
- Coordinates efforts with other departments or staff.
- Compromises when necessary for the benefit of the district.
- Uses own ideas and ideas of others to initiate and stimulate dialogue and facilitate the group process.

Comments:

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**COMMITMENT TO MISSION AND IMAGE:**

**Above Expectation**    **At Expectation**    **Below Expectation**    **No Basis**

- Presents a positive image of the school and district.
- Conveys a commitment to the mission and values of the school and the district.

Comments:

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**PERSONNEL DEVELOPMENT:**

**Above Expectation**    **At Expectation**    **Below Expectation**    **No Basis**

- Views developing others as a primary objective and helps individuals grow by providing assistance.
- Is actively involved in selecting a well-trained and qualified staff.
- Conducts an ongoing program of personnel evaluation, utilizing observations, conferences, and other appropriate evaluation techniques to help personnel increase their effectiveness.
- Ensures that a continuing, effective program of staff development exists for instructional and/or support personnel based upon identified needs.
- Helps individuals grow by providing challenging assignments, working with them as a coach, discussing performance, and providing feedback regarding their strengths and weaknesses.

Comments:

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**COMMUNICATION SKILLS:**

**\_\_Above Expectation   \_\_At Expectation   \_\_Below Expectation   \_\_No Basis**

- Ensures that there is effective dissemination of information to and from all staff members.
- Provides for the effective exchange of information between schools and the district.
- Writes clear, concise, and properly structured letters, memos, and reports.
- Demonstrates effective oral expression when presenting ideas or tasks to an individual or group.
- Shares ideas with others in a clear and informative manner.
- Uses summary clarification, paraphrasing, and perception checks to test the accuracy of his/her understanding of another's perspective.
- Serves as an articulate spokesperson for the School District and represents the District favorably at the local, state, and national levels, and maintains a professional demeanor and appearance appropriate to responsibilities.
- Works with community members to promote District goals.
- Works to proactively articulate District goals, plans, and challenges to the public.
- Takes a leadership role in envisioning and articulating the future of the District.

Comments:

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**PRODUCTIVITY AND PERFORMANCE MANAGEMENT:**

**Above Expectation   \_\_At Expectation   \_\_Below Expectation   \_\_No Basis**

- Completes assignments within time schedules while meeting quality requirements.
- Ensures that required reports and information are submitted in accordance with established deadlines.
- Adjusts to new situations resulting from new laws, decisions, or circumstances with the flexibility needed to adapt and operate.
- States and demonstrates high work standards for self and others.

Comments:

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**LEGAL ISSUES:**

**\_\_Above Expectation \_\_At Expectation \_\_Below Expectation \_\_No Basis**

- Consults with legal counsel as requested by the School Board concerning legal issues facing the District.
- Consults with New Hampshire School Boards Association's legal counsel as requested by the School Board concerning legal issues facing the District.
- Advises the School Board regarding the legal issues related to education.

Comments:

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**PROFESSIONAL AND TECHNICAL KNOWLEDGE:**

**\_\_Above Expectation \_\_At Expectation \_\_Below Expectation \_\_No Basis**

- Is knowledgeable of and adheres to state laws, regulations, and district policies.
- Understands and practices principles and theories of specialized subject area or professional discipline.
- Participates in a continuing program of self-improvement activities.
- Remains up-to-date on developments in field of expertise.

Comments:

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**INSTRUNCTIONAL IMPROVEMENTS:**

**\_\_Above Expectation \_\_At Expectation \_\_Below Expectation \_\_No Basis**

- Provides leadership to principals in meeting school performance goals.
- Data that demonstrates progress in the academic achievement of students is regularly presented to all stakeholders in understandable forms.

Comments:

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## SUPERINTENDENT EVALUATION SUMMARY

Above Expectation	At Expectation	Below Expectation	No Basis	
				Leadership
				School Board Relations
				Decision Making
				Future Planning
				Values and Ethics of Leadership
				Teamwork/Interpersonal Relationships
				Commitment to Mission and Image
				Personnel Development
				Communication Skills
				Productivity and Performance Management
				Legal Issues
				Professional and Technical Knowledge
				Instructional Improvements

### OVERALL EVALUATION

Above Expectation                  At Expectation                  Below Expectation  
 \_\_\_\_\_                                  \_\_\_\_\_                                  \_\_\_\_\_

**Evaluator Comments:**

This evaluation has been discussed with me.  
 (Check one)      I agree with its content.  
                        I disagree with its content and will submit my rationale.

\_\_\_\_\_  
 Employee    Date    Evaluator    Date