

Superintendent Evaluation

1. Evaluations of the superintendent will be completed by the Board of Education in November and June for each of the first two years of employment. Thereafter, the annual evaluation of the superintendent will occur in June. The following November the board will review the superintendent's progress in addressing those areas identified as requiring strengthening on the June evaluation.
2. The evaluation of the superintendent will consider those criteria in **ER 2100 and 2120** noting areas of strengths and areas of weakness.
3. The evaluation shall be done by the Board of Education as a whole and not by individual members acting separately. Each member of the Board will complete the evaluation form before the June meeting. Performance will be judged as to how well the superintendent has fulfilled his/her duties as described in **ER 2100**, progressed in fulfilling annual objectives, and assisted the Board in addressing its annual and long-range goals.
4. The Board, meeting in executive session at its regularly scheduled July meeting will discuss the individual evaluations and develop one written evaluation. The President of the Board of Education will meet with the superintendent and present the compiled Board of Education evaluation. In another executive session the superintendent will discuss and respond to the evaluation with the Board of Education as a whole. The superintendent may, if s/he wishes, react to the evaluation either orally or in writing to the Board. The evaluation signed by the superintendent and each member of the Board is part of the superintendent's permanent file.

ENFORCEMENT REGULATION APPROVED (1/17/94)

Board of Education Evaluation of Superintendent

INTERACTION WITH THE BOARD OF EDUCATION

1. Keeps the Board abreast of programs, practices, needs, and operations of the District.
2. Submits to Board matters requiring Board action together with adequate information for Board to make an informed decision.
3. Offers professional advice to the Board with recommendations based on thorough study and analysis.
4. Provides each Board member with a timely written agenda before each regular board meeting.
5. Informs the Board of potential issues which may require Board action.
6. Uses oral and written communications effectively to keep the Board adequately informed.
7. Seeks and accepts constructive criticism of work.
8. Supports the Board's policies and actions to the public and staff.
9. Remains impartial toward the Board, treating all Board members equally.
10. Administers the District within the policies and enforcement regulations approved by the Board.

Areas of Strong Performance:

Areas Suggested for Improvements:

MANAGEMENT OF DISTRICT

1. Provides for both the systematic evaluation of all District personnel and the revision of job descriptions as warranted.
2. Delegates authority to staff members appropriate to the position each holds.
3. Is informed on the needs of the school program -- physical plant, facilities, equipment, and supplies.
4. Supervises the District's operations insisting on competent and efficient performance of all staff and recognizes and rewards achievements.
5. Sees that funds are spent wisely and adequate control and accounting are maintained.
6. Understands the budgetary process, evaluates financial needs and makes recommendations to keep the District fiscally sound.
7. Effectively analyzes problems, determines appropriate action for solutions, and exhibits decisive action.
8. Organizes effectively and anticipates and plans for the short and long range needs of the District.
9. Sets priorities and meets deadlines.
10. Fosters high morale and cohesiveness among support staff, certificated staff, and principals.

Areas of Strong Performance:

Areas Suggested for Improvement:

COMMUNITY RELATIONSHIPS

1. Sees the talents of the community as a valuable resource and encourages community participation in the schools.
2. Presents a positive image of the District by participation in community life and affairs.
3. Solicits and gives attention to the concerns and opinions of all groups and individuals.
4. Is an articulate promoter and spokesperson for the District, its purposes and goals.
5. Seeks to achieve community understanding of the educational goals for the District and solicits support for such goals.
6. Conducts active programs to inform and involve parents of students' problems and school programs.

Areas of Strong Performance:

Areas Suggested for Improvement:

EDUCATIONAL LEADERSHIP

1. Takes leadership in the development and improvement of the instructional program.
2. Develops and maintains an educational program that provides the best education possible for each child within the constraints of the budget.
3. Is aggressive in upgrading and improving education in the District.
4. Believes and acts for the benefit of the students in all situations.
5. Understands and is informed regarding all aspects of the instructional program.
6. Participates with staff, Board, and community in improving the curriculum.
7. Molds certificated staff into cohesive unit with well-established goals.
8. Recruits, attracts, and selects competent certificated staff.
9. Motivates certificated staff and principals to achieve their potential and attain goals.

Areas of Strong Performance:

Areas suggested for Improvement:

ER: 2120

PROFESSIONAL/PERSONAL QUALITIES

1. Demonstrates high standards of performance and ethics in professional duties.
2. Maintains confidentiality.
3. Honestly represents self and situations.
4. Defends principles and convictions under pressure and partisan influence.
5. Attends professional meetings and workshops that enhance professional growth, knowledge of curriculum, and instructional development.
6. Serves as a good role model.
7. Strives to improve administrative abilities.

Areas of Strong Performance:

Areas Suggested for Improvement: